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DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

DEPARTMENT OF PUBLIC INSTRUCTION,

CITY OF CHICAGO.

Thirty-First Annual Report

OF THE

BOARD OF EDUCATION,

FOR THE

YEAR ENDING JUNE 30, 1885.

CHICAGO:
GEO. K. HAZLITT & CO., PRINTERS, 172 AND 174 CLARK STREET.
1886.

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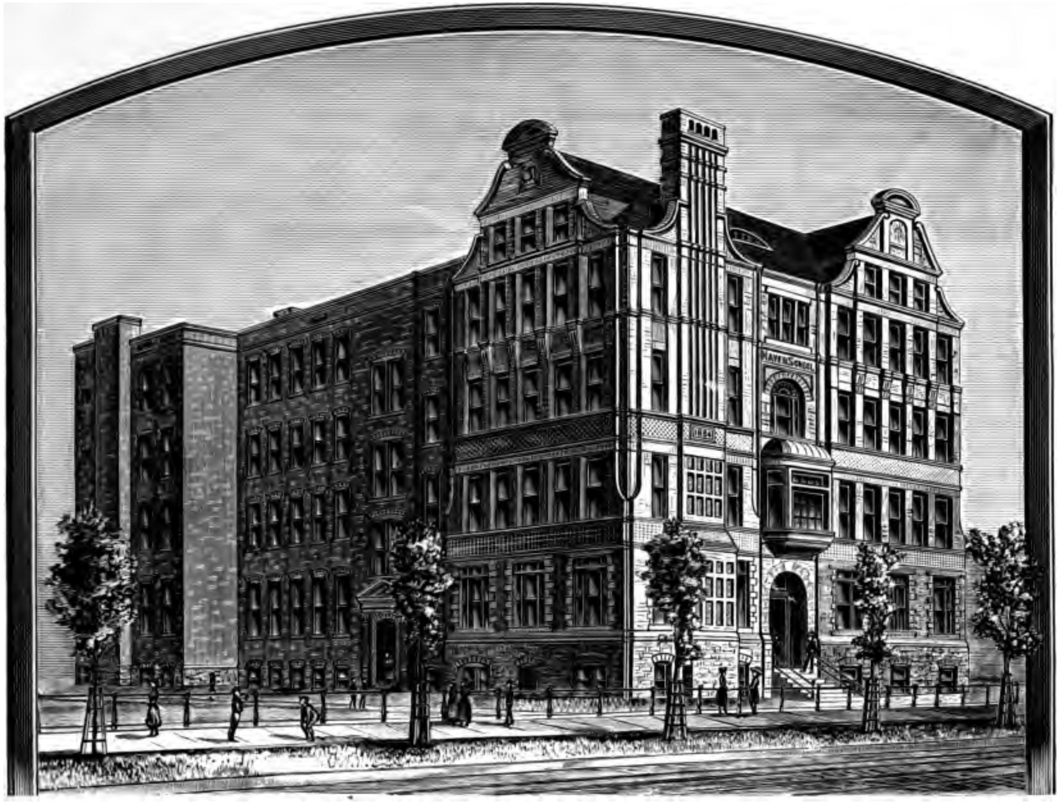


HAVEN SCHOOL BUILDING.

Wabash Avenue, between Fourteenth and Sixteenth Streets.

For Floor Plans, see Pages 90, 91 and 92.

BOARD OF EDUCATION,

CITY OF CHICAGO.

Offices, City Hall, Third Floor, Washington Street Entrance.

James R. Doolittle, Jr., *President.*
John M. Clark, *Vice President.*
George Howland, *Secretary.*

NAME.	ADDRESS.	TERM EXPIRES.
C. L. Niehoff,	*49 La Salle Street.*	1885.
P. O. Stensland,	*235 Milwaukee Avenue.*	1885.
F. A. Stauber,	*718 Milwaukee Avenue.*	1885.
A. C. Story,	*Metropolitan Block, Room 23.*	1885.
J. W. Garvy,	*325 Loomis Street.*	1885.
J. M. Clark,	*53 Wabash Avenue.*	1886.
G. Stewart,	*1 Michigan Avenue.*	1886.
J. R. Doolittle, Jr.,	*Howland Block, Room 31.*	1886.
F. Wenter,	*W. 14th Street, E. of Canal Street.*	1886.
P. Conlan,	*121 N. Market Street.*	1886.
T. Brenan,	*County Treasurer's Office.*	1887.
A. Kraus,	*77 Clark Street, Room 12.*	1887.
R. Brand,	*53 Cedar Street.*	1887.
F. H. Collier,	*95 Dearborn Street, Room 26.*	1887.
D. Corkery,	*440 Twenty-Second Street.*	1887.

George Howland,	Superintendent of Schools.
Edward C. Delano,	1st Assistant Sup't of Schools.
John C. Burroughs,	2nd Assistant Sup't of Schools.
Shepherd Johnston,	Clerk.
Matthew B. Hicks,	Building and Supply Agent.
Harry Rubens,	Attorney.
Charles C. Chase,	School Agent.
John A. Guilford,	Book-Keeper.
John W. Foster,	Assistant Clerk.
Thomas J. Waters,	Chief Engineer.
Joseph T. Kilgour,	Ass't to Building and Supply Agent.
Fred Vogt,	Messenger.

STANDING COMMITTEES.

School Sites and District Boundaries:

Story, Stauber, Corkery and the Superintendent.

Buildings and Grounds:

Stensland, Wenter, Garvey.

Apparatus and Furniture:

Wenter, Stauber, Corkery.

Janitors and Supplies:

Stauber, Stensland, Conlan.

School Fund Property:

Kraus, Clark, Collier, Story, Brand.

Finance and Salaries:

Clark, Kraus, Brenan.

Special Funds and Prizes:

Conlan, Niehoff, Garvy.

Teachers:

The President, Stewart, Kraus, Brenan, Brand, and the Superintendent.

Text Books and Course of Instruction:

Clark, Kraus, Stewart.

High Schools:

Collier, Clark, Story.

Evening Schools:

Corkery, Conlan, Wenter, Niehoff, Stensland.

Music and Drawing:

Story, Collier, Stauber.

German:

Niehoff, Wenter, Brand.

Deaf Mute Schools:

Brenan, Niehoff, Conlan.

Judiciary:

Kraus, Collier, Story.

Publication:

Brand, Garvy, Stewart.

Rules and Regulations:

Stewart, Brenan, Stensland.

Sanitary Affairs:

Garvy, Stewart, Corkery.

Public Library:

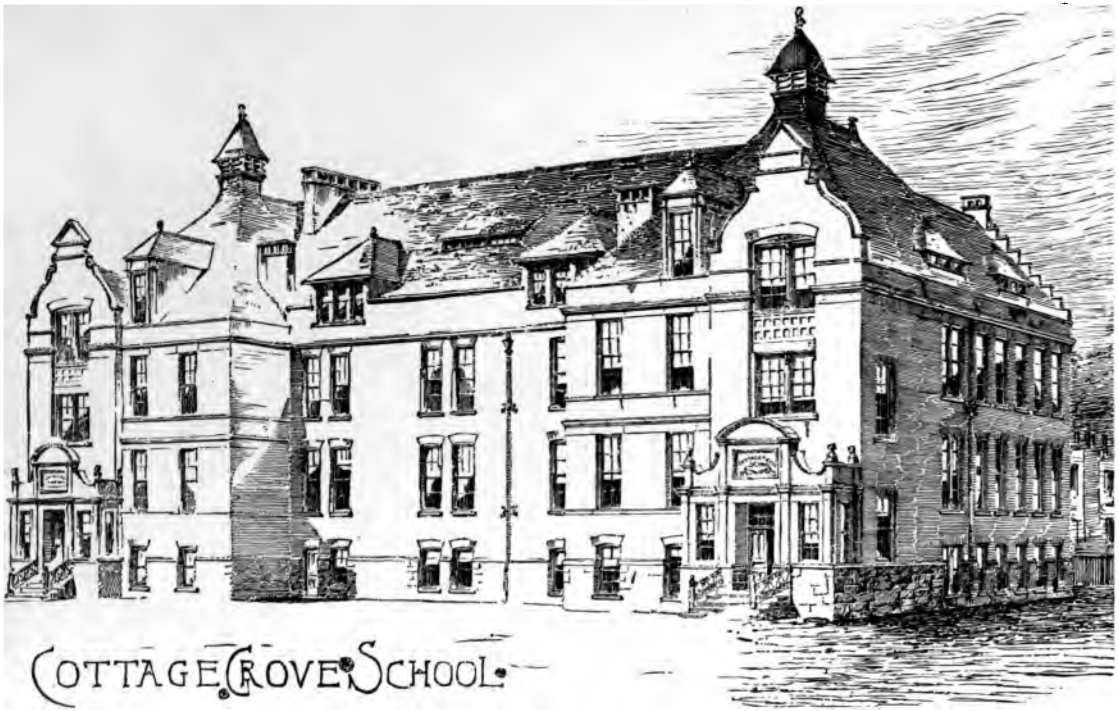
Burroughs, Collier, Brand.

COMMITTEES ON SCHOOLS.

SCHOOL.	COMMITTEE.
Armour Street,	C. L. Niehoff.
Arnold,	A. C. Story.
Brenan,	T. Brenan,
Brighton,	D. Corkery.
Brown,	A. Kraus.
Burr,	F. A. Stauber.
Calumet Avenue,	J. M. Clark.
Carpenter,	G. Stewart.
Central Park,	G. Stewart.
Clarke,	A. Kraus.
Cottage Grove,	J. R. Doolittle, Jr.
Division and Cleaver Street,	P. Conlan.
Dore,	C. L. Niehoff.
Douglas,	J. R. Doolittle, Jr.
Elizabeth Street,	G. Stewart.
Emerson,	F. H. Collier,
Foster,	C. L. Niehoff.
Fourteenth Street, W.,	T. Brenan.
Franklin,	R. Brand.
Garfield,	F. Wenter.
Haven,	J. M. Clark.
Hayes,	G. Stewart.
Headley,	A. C. Story.
Holden,	D. Corkery.
Huron Street,	P. Conlan.
Irving,	F. H. Collier.
Jackson Street, W.,	F. H. Collier.
Jefferson,	J. W. Garvy.
Jones,	F. Wenter.
Keith,	J. M. Clark.
King,	F. H. Collier.
Kinzie,	P. Conlan.

SCHOOL.	COMMITTEE.
Knud Langland,	P. O. STENSLAND.
La Salle,	A. C. STORY.
Lawndale,	J. W. GARVY.
Lincoln,	A. C. STORY.
Lincoln Street,	F. A. STAUBER.
Longfellow,	A. KRAUS.
Marquette,	G. STEWART.
Moseley,	J. M. CLARK.
Motley,	F. A. STAUBER.
Newberry,	A. C. STORY.
Oak Street,	R. BRAND.
Oakley,	F. A. STAUBER.
Ogden,	R. BRAND.
Pearson Street,	P. CONLAN.
Pickard,	J. W. GARVY.
Polk Street,	C. L. NIEHOFF.
Raymond,	J. M. CLARK.
Sangamon Street,	P. O. STENSLAND.
Scammon,	A. KRAUS.
Sheldon,	P. CONLAN.
Sheridan,	D. CORKERY.
Skinner,	T. BRENAN.
Third Avenue,	F. WENTER.
Thirteenth Street, W.,	T. BRENAN.
Thomas Hoyne,	R. BRAND.
Throop,	T. BRENAN.
Vedder Street,	R. BRAND.
Von Humboldt,	P. O. STENSLAND.
Wallace Street,	D. CORKERY.
Walsh,	J. W. GARVY.
Ward,	D. CORKERY.
Washington,	P. O. STENSLAND.
Webster,	D. CORKERY.
Wells,	F. A. STAUBER.
Wentworth Avenue,	F. WENTER.
Wicker Park,	P. O. STENSLAND.

REPORT OF THE PRESIDENT.



COTTAGE GROVE SCHOOL

Douglas Place, between Cottage Grove and Stanton Avenues.

For Floor Plans, see Pages 101 and 102.

REPORT

OF THE

PRESIDENT.

To the Board of Education of the City of Chicago:

GENTLEMEN:—In accordance with a custom which has long prevailed, I shall endeavor to contribute the "President's Report" to the annual publication issued by your Body, first asking your considerate indulgence for lack of care in its preparation, arising from the small amount of time which my professional duties have placed at my disposal.

The work done in the construction of new school buildings during the past year has been considerably in excess of that of any former year. I shall not make mention of it in detail, but will call your attention to a tabulated statement, in condensed form, to be found in the report of the Committee on Buildings and Grounds.

In the matter of the construction of school buildings, the improvements inaugurated are as worthy of mention as the extent of the work accomplished.

In speaking on this subject, I cannot withhold a word of commendation, intended as an act of justice to the Board of Education.

During the entire year past the members have shown a progressive, public spirit, bent on securing to the school children of Chicago the best school accommodations obtainable, at a reasonable but, at the same time, a liberal expenditure of public money. In this I believe the Board is in harmony with the wishes of the citizens and tax-payers of Chicago, and the tendencies of the age.

In the matter of the lighting of the school rooms, a decided advance has been made in the new buildings by increasing the window surface.

The heating and ventilation have been improved by an intelligent application of the principle of steam heat, securing to the school rooms a liberal supply of fresh, warm air, and the exhaust of foul air.

The system of heating by air currents passing over iron surfaces, in which fuel is in a state of combustion, has been abandoned, the Board having rejected as untenable and insufficient the only argument urged in its favor, to-wit: a small saving in the first cost of putting up the apparatus.

The hot air furnace has several serious objections, a few of which I will mention:

First. The atmosphere is vitiated, and de-vitalized by being subjected to great heat, varying according to the temperature of the heating surface from 500° to 2,000° Fahrenheit.

When we reflect that the highest temperature of the air in nature, over the desert of Mesopotamia, never exceeds 156° F. in the sun, it is not extravagant to say, that atmosphere intended for the lungs of humanity ought not to be subjected to a heat ten times greater.

Second. Deleterious gases escape through the overheated iron, and poison the air which enters the school room.

Third. An equal distribution of warm air in different parts of a large building cannot be secured, and the inequality of distribution is made distressingly apparent when the wind is strong from any given quarter.

Fourth. Hot air furnaces are not wholly safe from fire, no matter how constructed, in consequence of the liability to the accumulation of combustible dust in the flues.

In accordance with what I regard the judgment of intelligent, scientific men, the hot air system of heating has been abandoned.

But the best possible use of steam heat has not yet been secured, although marked improvements have been made. Under the advice of the Architect of the Board, the system of allowing to each school room an independent supply of fresh air, and an independent egress for foul air, terminating above the roof, and heated by a steam coil in the ventilating shaft, has been put in practice with good results. It is apparent that it is more important to accelerate the egress of cold, foul air through the ventilating shaft, than to force in warm fresh air through the air supply.

And it is likewise shown in the practical experience of the Board, that a common ventilating shaft, into which the outflow of impure air from several rooms is intended to escape, does not in any case serve to ventilate them equally, and that it is impossible to obtain equal ventilation for a series of rooms by that means, for the air is so elastic, filled with different currents and strata of different temperatures, and yields so readily at the point of least resistance.

While commending the efforts of the Architect and the Board to improve the ventilation of the school buildings, I am not prepared to say that the difficult question has been solved. But while experiments are being made, we may safely adhere to and carry out a few important points:

First. No room in any building should be without ventilation, whether coal room, play room, or water closet.

Second. The basement should be, at least, as carefully ventilated as the upper floors, in order to keep the dead, mephitic air from clinging to the building.

Third. Water closets should be heated by a warm air current, and supplied with ample means of egress for the foul air.

A feature of the new buildings erected during the past year is their improved architectural designs.

While I do not favor extravagant embellishment, I most cordially approve the good taste and general effect of the recent structures, and it is with a feeling of satisfaction that I call your attention to the wood cuts of a few of those buildings, which appear elsewhere in this annual report.

In leaving the subject of school buildings, I cordially bear testimony to the efficiency, zeal and untiring work of the Committee on Buildings and Grounds, and to the capability and faithfulness of the Architect of the Board.

STATISTICS.

The following statements exhibit, in a condensed form, statistics of attendance, receipts, expenditures, etc., for the past school year, details of which will be found more fully given in the reports of the Superintendent, and of the Committee on Finance and Salaries, and in various tables of the Appendix:

	For the Year Ending		
	June 30, 1884.	June 30, 1885.	Increase.
Total enrollment of Pupils	76,044	79,276	3,232
Average daily membership	59,374	62,183	2,809
Number of Teachers employed	1,195	1,296	101
Teachers' pay roll for month of June	$ 87,103.56	$ 95,968.24	$ 8,864.68
Total amount paid Superintendents and Teachers during the year	$843,265.22	$ 917,249.91	$73,984.69
Total amount paid Engineers and Janitors during the year	$ 69,173.58	$ 74,859.50	$ 5,685.92
Amount paid Office employes, Attorney and School Agent	$ 11,790,74	$ 13,249.99	$ 1,459.25
Total expenditures on account of salaries	$924,229.54	$1,005,379.41	$80,952.74
Average cost per pupil on salaries and incidentals based on average daily membership	$ 16.90	$ 17.58	$ .68
Number of half day pupils at close of year	12,641	11,336	*Decrease.*
Number of pupils in rented rooms	1,278	595	*Decrease.*
Number of Principals	62	70	*Inc.* 8

CASH RECEIPTS.

On account of School Tax Fund	$1.381,732.20
On account of State Dividend	139,224,26
On account of Rental of School Fund Lands, Interest on Investments of School Fund, etc.	172,792.18
From Miscellaneous Sources	3,253.10
Total Cash Receipts	$1,697.001.74

EXPENDITURES.

For Salaries—	
Of Superintendents and Teachers	$ 917,182.79
Of Office Employes, including Attorney and School Agent	13,250.00
Of Engineers and Janitors	74,859.50
For Rents—	
Of Buildings and Rooms used for School purposes	4,613.62
Of School Fund Lots used for School purposes	4,025.18
For Fuel	44,942.91
For Repairs of Buildings, Furniture, Apparatus, etc.	55,254.91
For Permanent Improvements, etc.	91,658.73
For Management of School Fund, exclusive of Salary of School Agent	521.49
For School Census	1,662.50
For Purchase of Sites, Erection of Buildings, etc.	599,870.12
For Furniture for New Buildings	27,468.30
For Special Assessments	18,464.90
For Evening Schools	28,514.82
For Appraisal of School Fund Lands	2,280.76
Total	$1,884,570.53

TAX LEVY FOR FISCAL YEAR 1885.

City Tax for all purposes	$5,152,366.03
Tax for School purposes	1,708,701.38
Per cent. of School Tax on total amount levied	33.16

SCHOOL LIBRARIES.

The Board, in June, 1885, on the recommendation of your able Committee on Text Books and Course of Instruction, determined to establish a small library in each of the Grammar Schools, where no library already existed, and appropriated the sum of two thousand dollars for the purpose, to be employed in the purchase of library books for about twenty of the Grammar Schools.

The reasons for this action it is not necessary to recapitulate; the advantages to flow from it are manifest.

In districts in our city where few books are to be found, and in many humble homes, none whatever, these libraries, selected from publications intended for childhood, instructive while entertaining, cultivating the memory as well as the imagination and the taste in a healthy, wholesome way, will furnish rays of sunlight to thousands of the children of Chicago.

The Public Library cannot supply the need.

As to the future course to be pursued by the Board in regard to the school library, I have an opinion which it may not be out of place to express here. I do not think it necessary to expend a large sum in the purchase of books, nor to increase their number beyond a small figure, for instance, five hundred volumes.

None of the books should be beyond the ordinary capacity of grammar school children. In fact they should be much easier to comprehend and master than the ordinary books of the course, otherwise, the library would fail to attract the children. None of the books should contain anything the children ought not to read, and none should be so difficult that they may not be read with pleasure and interest.

CENTRAL ORGANIZATION.

The constant and rapid enlargement of the school system of Chicago, requires changes in, and additions to, the machinery of administration in the central departments. In my opinion no part of the system needs more close, patient and intelligent consideration at the hands of the Board.

An organization embracing over fourteen hundred teachers, instructing nearly eighty thousand children, in eighty school buildings, in order to be conducted to the best advantage must be intelligently and systematically organized.

In my opinion the money spent at headquarters in securing the proper management of such a vast and growing enterprise, is the cheapest expenditure made or to be made by the Board.

At my suggestion, an Assistant to the Building and Supply Agent, a Chief Engineer, an Assistant Special Teacher of Drawing in the Grammar Schools, and a Messenger in the Clerk's office were appointed. An Assistant to the Special Teacher of Vocal Music, was also appointed.

It may safely be said that all of these appointments have proved of great advantage in the better administration of the business and duties of the Board.

I have a recommendation to make concerning the Superintendency, which while it would slightly change its character, would, in my judgment, largely increase its efficiency and usefulness.

First. All educational departments, should be under the control and direction of the Superintendency, not only in theory, but in fact. In this category, I would embrace Music, Drawing, German, and Physical Culture, as well as the ordinary features of the course of instruction.

Second. The Superintendency should be enlarged by the addition of at least two Assistant Superintendents, in order to reduce and subdivide the present enormous labor of visiting schools, which rests on three earnest and faithful men.

I am informed by the Superintendent, that during the past year he made six visits to every school room in the city, and to many of them seven visits. It requires but a computation to realize the vast labor thus performed, and to appreciate the fact that such a drain on one's physical energy and time, must seriously interfere with the discharge of the duties of the Superintendent to be performed at the rooms of the Board.

Equal labors have been performed in the same direction by the Assistant Superintendents.

It is neither right nor wise, to exact or receive such service at the hands of our Superintendent and Assistant Superintendents. It is no answer to say, the gentlemen mentioned neither object to their present duties nor recommend a measure of relief for themselves. That duty rests on the Board, and in my judgment we should not hesitate to assume it.

It is not my purpose to consume less of the time of the Superintendents, but to relieve appreciably the clerical feature of their present service, and enable them to spend more time at the Board rooms, in the intelligent and deliberate consideration of matters of discipline and administration in this vast system.

I believe that from the careful and concerted deliberations of a body of able educators, such as the Superintendency would certainly contain, there would spring better methods of instruction, better discipline in the corps of teachers, better and higher attainments among the teachers, better supervision of all the departments of special instruction, and, last but not least, better and more mature and confident advice and assistance to the members of the Board in fixing the course of instruction and in adopting text books and other educational appliances.

I confidently believe a great benefit would result to the schools of Chicago by enlarging the Superintendency, and by conferring upon the members of it an increased authority in the control of the educational and disciplinary features of the system.

SCHOOL FUND PROPERTY.

A large part of the real estate belonging to the School Fund, and leased to tenants, was revalued during the year in accordance with the terms of the leases, for the purpose of fixing the rental for the period of five years.

The Board, on the recommendation of your able Committee on School Fund Property, selected three capable citizens of eminent character and standing in the community, to make the appraisement. They made an unanimous report, fixing the values of many pieces of property, and establishing the basis for the computation of the rentals for the ensuing five years.

I regret to state that the tenants occupying the most valuable portions of the real estate belonging to the School Fund, have united in an attempt to set aside the appraisement, or at least to secure a large reduction in the rental chargeable to them thereon.

So far as information has reached me none of the citizens of Chicago, except the tenants referred to, object to the appraisement as unjust or excessive.

The Appraisers were impartial, and in the nature of things could not have been otherwise.

The Board of Education, in selecting the Appraisers, had and could have no purpose, except to secure for the School Fund the rental which in justice should be paid; and the names of the persons chosen as Appraisers furnished a sufficient vindication of the purposes and action of the Board.

In the contest now going on over the question of the rentals, there is presented before the world the spectacle of a public body, striving faithfully to discharge a public duty, contesting with a combination of citizens, who are actuated only by their own private interests, over the revenues to be paid to the School Fund for the use of public property.

Such a condition of affairs is one which has led me to reflect on the soundness of the public policy of having millions of dollars worth of property in the hands of the Board of Education to be rented to private parties. As the value of such property increases with the growth of Chicago, the tendency to larger and more powerful combinations among the lessees of school lands will increase. And it might not be visionary to imagine a state of things when the matter of high or low rents for school property, would enter into the politics of the city, and furnish a secret but effective bond of union between large interests, to accomplish changes in the administration of the city government, and especially in the membership of the Board.

The difference between the rentals paid under the old appraisal, and those which are payable under the new, amounts to more than half a million dollars during the current period of five years.

In my judgment, it would be wiser to sell all rented real estate belonging to the School Fund, and invest the proceeds in public securities. The city would get the advantage of adding the value of the land to the taxable property of the city. This would be an appreciable advantage, and the public would thus obtain present benefit, and a participation in the future enhancement in the value of the lands, through increased taxation.

I fully understand that this suggestion can have no bearing upon the present contest in the courts, which it is clearly the duty of the Board to carry on vigorously to a successful termination; but I submit my reflections for the consideration of the Board and the public authorities of the State, as the expression of my sincere conviction on the subject.

EYESIGHT OF PUPILS.

One of the most important problems to be solved by the genius of this age of books, is the question of how an education requiring eight or twelve or more years of study can be gained without impairing the eyesight of the pupil.

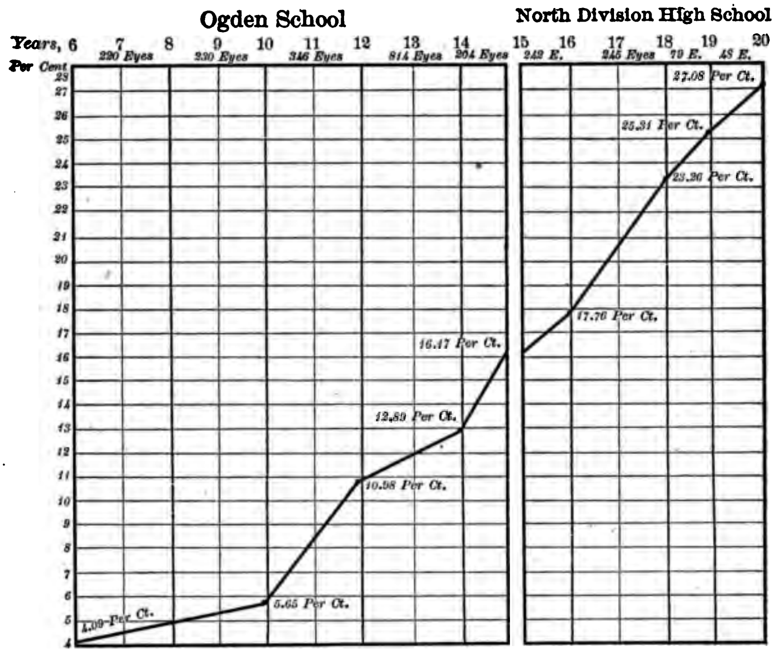
Nearsightedness is a concomitant of highly civilized life. The barbarian has no trouble with his eyes.

I am constrained to believe, that much of the evil could be avoided by the application of intelligent, prudential measures.

Of course, the whole responsibility does not rest on the authorities having charge of education. All of the injury sustained by school children to their eyes, cannot be attributed to the school room, and the books used. Reading fine print, and other uses to which the eyes may be put at home, or at work, will equally cause injury.

But the schools should be properly regulated in reference to the question of eyesight, not only for the purpose of avoiding unnecessary injury in the school room, but also to teach by a wholesome example and practice the way to avoid injury from an improper use of the eyes elsewhere. The importance of the subject cannot be overestimated.

Until this year, no systematic test has ever been made in the public schools of Chicago, of the effect of our course of study and educational appliances on the eyes of the pupils. The Board of Education authorized Dr. W. F. Smith, an experienced oculist, to make examinations in a few of the schools. The gentleman made such examinations without charge, in the interest of science. The results, most unhappily, sustain the uniform experience of the schools of Germany, France and England, in regard to the progressive impairment of the visual powers caused by long and continuous study. The following diagram shows the steady increase of myopia, from the lowest grades of the Ogden school to the highest grades of the North Division High school as deduced from Dr. Smith's examination, and speaks for itself:



The issue is fairly before us, and should be met with a degree of thoughtful consideration proportioned to the importance of the subject

I do not feel myself competent to suggest measures of relief, but I will take this occasion to throw out a few hints on the simple features of the subject.

It seems that injury to the eye results from two principal causes:

First. Insufficient light, necessitating near vision, and producing excessive muscular action, changing the shape of the eye.

Second. Looking at an object too near the eye, or one so small as not to be readily distinguished.

As to the first cause, it ought to be within the power of the Board of Education to remove it by enlarging the windows of the school rooms.

The second cause of nearsightedness cannot be so readily removed.

The houses engaged in the publication of school books owe it, as a duty to the rising generation, to obtain the most enlightened judgment of scientific men, in regard to the form, size and visibility of the type used in their books. Distinctiveness, clearness and simplicity should be the characteristics of the lines in all script, drawing, musical notation, cuts, maps, type in books, etc., which are submitted to the eyes for study.

The Board of Education might well institute a careful investigation on these points at the public expense.

In the school room, an arrangement of the studies might be so made, as to relieve the eyes of the pupils, at short intervals, from the strain of too prolonged application, which is an admitted source of injury.

As a matter of interest to the schools, I requested Dr. W. F. Smith to translate from the German a masterly essay written by Dr. Ernst Fuchs on the subject of eyesight, which I herewith submit, and I will direct the publication of that portion of the paper which treats of the means for the prevention of myopia.

I ask a careful consideration of its suggestions, as the matured judgment of one of the able scientists of Europe.

(*For translation of the Essay, see Appendix.*)

THE COURSE OF INSTRUCTION.

In this age of material development, when the question of how much one knows is subordinated to the practical one, of how much he can earn, it is to be expected that the people will demand what is called practical education; that is to say, an education which teaches the pupil something from which he can earn his living.

While the sentiment and purpose which prompt the demand are commendable, there is danger that ill-considered attempts to realize it will do damage to the public school system. At this point a wholesome conservatism will serve as a sheet anchor of safety.

I do not now allude to the abolition of the musty traditions of the pedagogue, for many useless methods of the past which still hold may well be discarded, but I refer to the loading down of the course of study with numerous untried devices for teaching ways of making money.

The principal object and achievement of education is to instruct the pupil how to learn; to enable him to comprehend, in a way, the new things which encounter him when his school days are over.

Up to this point, which, in the case of the child educated in the common school, will never be very high in an educational aspect, all the pupils should go, boys and girls alike. The public pays the bills, and all the children should have the right to the entire course of study, which can be of some benefit to them all.

In my judgment, the public school system cannot be employed as a means for instructing pupils in the technical features of any form of employment or industry. It cannot teach the arts so that they may be practiced by the pupils; it cannot be a school for skilled labor, so that the student may be fully equipped to compete with those already engaged in the art of his selection.

If so ambitious an attempt were made, the school system would become more cumbersome and expensive than all other departments of government combined.

It would not be just to introduce a few practical arts, like double-entry bookkeeping, stenography, telegraphy, type-writing,—which only a few of the students can practice It would not be just to leave those arts out of the course, and teach iron moulding, carpentry, blacksmithing, shoemaking, bricklaying, etc How shall the physician, the lawyer, the journalist, the farmer get his proper portion of technical knowledge from the course of instruction? All have equal rights in the school fund.

I have set out this array of human callings, as illustrative of the thousand and one other avenues of human activity in which the struggle of life is carried on, without even mentioning woman's part in the labor of the world, not with the purpose of casting opprobrium on the attempt to give "practical" education at the public expense, but to show the overwhelming vastness of the enterprise, and the utter impossibility of its realization.

What rule shall guide us? Where shall the limit be fixed?

When a subject to be taught is of benefit to all, it is proper as an element in the course of study; when it is clearly of benefit to only a few, it should be dropped.

Unless some such barrier is raised, the public school will cease to be a common school, and may become a school of specialties, in teaching which, great injustice may be done.

Entertaining these views, I am unable to see my way clear to the establishment of Manual Training in the primary or grammar schools of the city, as at present constituted.

I have not only no objection to the subject, but would like to have something taught, in that direction, in schools especially adapted to the purpose, and under the direction of those who understand something on the subject; but the public schools which we have now can not be turned into workshops, without doing a positive injury to the cause of education

In saying this, I do not refer to the High Schools, which, by common consent, have grown to be a part of the school system. It may be that certain features of Manual Training may be profitably introduced into the course of study in those schools.

DRAWING

There is, however, a connecting link between the industrial arts, and the common school, which ought to be strengthened and promoted.

Every form of skilled labor rests on Drawing as its solid basis of thought. The thought of the artisan gives form to matter. Drawing is the language of form, in which he may express the idea within him, and enable himself or others to transform it into substantial reality.

In my judgment, no pupil, male or female, whether destined to manual toil, or intellectual labor, would fail to be materially benefited by the study and practice of drawing; but while the advantage to some might be small, yet the practical good to be derived by the great majority of the pupils, who must in the nature of things gain their living by the work of their hands, renders this feature of public education, not only proper and justifiable, but a present necessity.

As the foundation of Manual Training, without which there can be no marked proficiency in the mechanical and industrial arts, and being of common and equal value in them all, it is the first step in "practical" education, (in the mechanical arts), and it can be and has been taken, without damage to any interest, but with appreciable benefit to all.

Bookkeeping, in simple form, is of value to everybody, and it should be taught in the grammar school, more in the way of example, than in theory, more by imitation than by text books.

MUSIC.

While music is a valuable aid to education, very little time should be given to the study of notation. It is not the purpose of the public schools to make musicians.

Music in the schools is primarily a recreation; it comes as a relief from close application to study, and is a pleasant, and beneficial exercise of the emotional as well as the physical nature,—provided the vocal organs are properly used, and the true expression is given to the song. These points should receive intelligent attention from instructors, and constitute the main object in view in teaching music.

PHYSICAL CULTURE.

On this subject I can add nothing to the recommendation contained in the report of my predecessor, Mr. Adolf Kraus. In concurring in the views so earnestly presented by him, I will say that sufficient attention to physical development and exercise has not been given by the American people. In the country, the young have more exercise than in the city. The colleges and universities generally give a prominent place to athletics by providing proper facilities for the practice of gymnastics, but in the public schools in the large cities and towns very little has been done. The city children need exercise, and if it be intelligently given them in the schools, it will result in better health and energy, finer physical development, and a more graceful and noble bearing.

PHYSIOLOGY.

It seems to me a lamentable fact that as yet nothing has been taught in any part of the school system, except the High School, concerning the organs and functions of the human body.

Thousands upon thousands of children have left the grammar schools and school life, without knowing the difference between a vein and an artery,—wholly uninstructed as to the simplest qualities of the tenement in which they live, move and have their being. They may be well posted about the rivers in Siberia and Cochin China, and know nothing about the anatomy and mechanism of their own bodies.

In my opinion the time has come, when the subject of physiology, should be taught in the Grammar School. It can be made attractive and instructive to the children by simple books, and pictures, without spending time in learning the technical terms of the medical profession.

From the observation I have given to the practical operation of the course of instruction in our schools, I am confident that a considerable portion of the work required of the pupils is highly artificial, and of questionable utility.

Two faults have impressed me with force:

First. A tendency to require the pupil to learn a mass of unimportant facts, which he will certainly forget, and probably had better forget.

Second. A disposition to compel pupils to absorb and assimilate ideas beyond the ordinary comprehension of childhood.

In either case it is a forcing process, which may furnish an opportunity for precocity to shine, but does not facilitate the normal development of the intellectual powers.

This process is noticeable in several branches of education, but especially in Arithmetic and Geography. These studies have been made unnecessarily cumbersome, partly by the text books employed, and partly by the action of the teachers. A reform in the direction of greater simplicity is demanded.

In Geography only the salient features of the subject should be taught, and the mass of unimportant details should, in my judgment, be abandoned. The maps should be simplified, and made to contain nothing except those facts which the pupil should learn and remember.

It is worse than useless to have the children examining, with straining eyes, the fine, delicate atlas maps, filled up with the smallest print, indistinct lines, and hundreds of names of places which they will never learn, or if they do, will soon forget.

In the study of Arithmetic, I would like to see less of complex problems, requiring a long train of reasoning.

It should be an easy matter to determine what features of a study are essential, and necessary to the proper comprehension of its principles and their application. Everything beyond those essential features is surplusage, entailing a loss of time, a waste of energy, and the cramming of the pupil's head with unimportant details, which had better never be learned.

The unfortunate tendency of teachers and bookmakers is to burden the minds of the pupils with material which might profitably be omitted; and the result almost uniformly shows that the acquirement of unnecessary detail is gained at the expense of sound scholarship on fundamental points.

I feel that in addition to the two studies, Arithmetic and Geography, others are subject to the criticism which I have made.

The practice of ascertaining the relative standing of pupils, by the rapidity with which they answer questions or perform operations in arithmetic or other studies, is, in my opinion, highly unjust and fallacious. It is founded upon the erroneous assumption that minds of equal strength act with equal readiness. The experience of mankind and the teachings of psychology establish the contrary.

The standing of pupils should be established by the degree of thoroughness attained in their respective acquirements. That is the test of men in practical life, and it should be the same in school life.

It may seem presumptuous, in one who has never performed the duties of an educator, to criticize the methods of instruction which have been sanctioned by centuries of observance, but my reflections have led me to certain conclusions, which have been reached most unwillingly, and which are formulated with sincerity, but with great diffidence.

The higher mathematics and the dead languages have received too much attention, because the fruits are of meagre value, and limited utility. I have never heard an argument in favor of an extended course in these studies, which was not finally compelled to rest on the assumed mental discipline gained therefrom.

Undoubtedly the mind receives a kind of training in mathematics, and another sort of a drill in Greek and Latin, but those subjects are not unique in this respect. Other studies pursued with equal care would afford the same discipline.

It is not known that Homer, Æschylus or Demosthenes ever studied any language but their own.

We have authority that Shakspere knew "small Latin and less Greek," but in the case of all those intellectual giants, it is apparent that they made themselves masters of their own language, and realized in perfection its capacity for the expression of thought.

At the dawn of modern literature, when the crude languages of Europe had but just taken form, we may well pardon in Dante, and Chaucer, and William de Lorris, the servile imitation of the classical writers of Rome and Greece, but why should that servility be perpetuated forever? Certainly not for the reason of imitating a higher civilization than our own.

The breadth of modern thought, the grasp of modern science, the achievements of modern industry and invention, are as the arm of the giant compared with the arm of the child, when contrasted with the thought of ancient times.

The Nineteenth Century can learn more by studying itself, than by wasting time on previous eras. And, in fact, that is just what the whole world is doing to-day, in every avenue of human activity, except in the institutions devoted to higher education, and, here and there, in the lower schools.

"Better fifty years of Europe, than a cycle of Cathay."

Not enough time has been given to the English language and its magnificent literature.

It is the language of the future, capable of expressing thought in its most delicate shading, convenient in business, and in conversation, and grand in the noblest efforts of the human intellect in the field of literature.

While it is of advantage to the philologist to know the origin of its constituent parts, it is only important for the masses of the people to know the exact meaning of the words, and their correct use.

Children reared in educated homes speak correctly before they can read. Childhood is peculiarly the time for learning language, and I am convinced that more time should be spent in our schools in giving instruction on English words, and expressions.

Illustrations of the different uses of words need not be given in sentences expressing thoughts beyond the child's powers of comprehension, but in simple sentences written or spoken about subjects within the pupil's easy grasp.

It is the word, and its meaning and use, not the difficult thought of some abstruse writer, which the pupil should learn. In this line of work, there is mental discipline, and in pursuing it, every step adds power and culture, and helps the pupil to unlock the ideas of others, and to express his own.

I do not wish to underrate the work now being done in the Chicago schools on this subject, in comparison with other schools, but I wish to express the importance of raising the standard of English study everywhere.

THE EXPENSE OF EDUCATION.

Much criticism has been indulged in, by publicists, in regard to the heavy expense of maintaining the public school system in the United States.

At the instance of Hon. John M. Clark, a member of the Board of Education, reports were obtained from the educational authorities of the larger cities of the United States, which have been tabulated by the Clerk of the Board, showing the average cost of tuition per pupil in those cities. This tabulated statement, which I believe to be substantially correct, will be found printed in the appendix of this report. It appears that the average cost of tuition, per pupil, on the enrollment in the Chicago schools, is $11.09 per annum, which is somewhat less than the average cost in American cities having over 200,000 population; and, on the average daily attendance, is $15.18 per pupil. This figure is also somewhat below the average cost in that class of cities.

The average cost in Chicago is larger than in Philadelphia, Brooklyn and New Orleans, but appreciably less than in New York, Boston, St. Louis, Cincinnati and San Francisco. It corresponds closely with the average cost in Baltimore, Cleveland, Pittsburg, Washington, D. C., Newark, N. J., Louisville, Albany and Indianapolis, being slightly less than any of them, except Cleveland.

So far as Chicago is concerned, it may be confidently stated that the average cost of tuition in her public schools is fairly below the average in the cities in the United States, while the facilities afforded the pupil are believed to be at least equal to the best that are offered in any of the public schools of the country.

I will remark, in closing this report, that in my judgment, society can well afford the expense of educating the young, and that the kind of instruction given, and the amount expended in giving it, will furnish a fair criterion in judging of its grade of civilization.

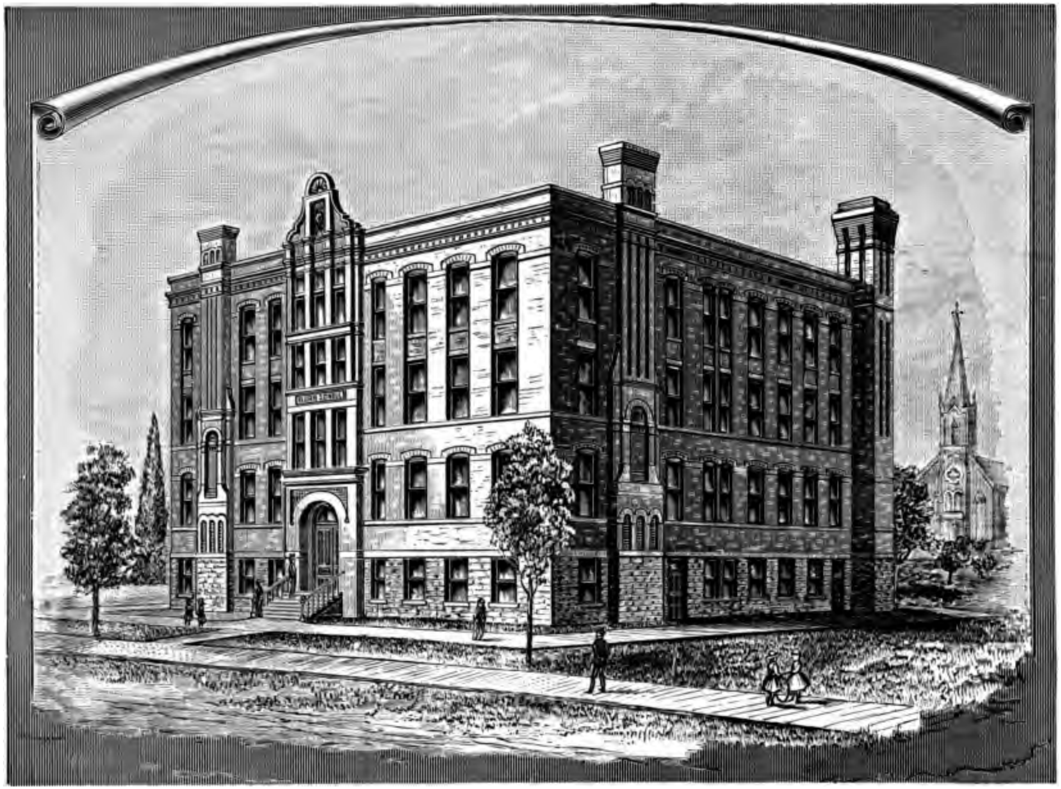
In Europe, where enormous military and naval establishments burden the labor and production of the nations, popular education at public expense is making grand progress. What excuse can there be in this land, relieved from the necessity of heavy war expenditures, for not devoting a larger amount relatively than Europe expends, to the intellectual and physical culture and development of the youth of America, the better realizing thereby the true interest of popular government, confirming its grandeur, and securing its perpetuity in the increased intelligence of the people, and their better qualification to exercise the rights and perform the duties of freemen?

I cordially bear testimony to the faithful and earnest work performed by the Committees of the Board, and by the Superintendents, Special Teachers, Principals, Teachers, and the Officers, Agents and Employes of the Board during the past year; and thanking one and all for the personal kindness I have uniformly received at their hands, I will say, with sincere confidence, that the achievements in the public schools of Chicago for the year just closed, are, in the main, highly creditable and worthy of praise.

JAMES R. DOOLITTLE, Jr.,

President.

REPORT OF THE SUPERINTENDENT.



BURR SCHOOL BUILDING.

Ashland Avenue, south of Waubansia Avenue.

For Floor Plans, see Pages 99 and 100.

REPORT

OF THE

SUPERINTENDENT.

To the Board of Education of the City of Chicago:

GENTLEMEN:—The material condition of our schools can be learned, in general, from the Summary of Statistics below, and in fuller detail from the Tables of the Appendix.

Their intellectual and moral efficiency, unfortunately, can not be presented with the same accuracy. This must be determined by a longer and more delicate examination, aided by a deeper insight.

But in many respects, as it seems to me, we are arriving at truer aims, and better methods; our teachers are adapting themselves better to the character and needs of the younger children in their growth and development, placing themselves more fully in the sympathy with the older pupils, thereby awakening a deeper interest in the purposes and work of the school, and consequently securing more desirable results both in scholarship and character.

SUMMARY OF STATISTICS.

SCHOOL BUILDINGS.

NUMBER OF BUILDINGS—	1878-79.	1879-80.	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.
Owned by the City....	55	59	61	67	68	75	79
Rented................	19	14	12	9	8	7	5

TEACHERS.

	1882-83		1883-84		1884-85	
	Male.	Female.	Male.	Female.	Male.	Female.
NUMBER OF PRINCIPALS—						
In High Schools	3	0	3	0	3	0
In Grammar and Primary Schools	24	33	26	33	29	38
Total Number of Principals	**27**	**33**	**29**	**33**	**32**	**38**
NUMBER OF ASSISTANTS—						
In High Schools	16	20	17	20	17	22
In Grammar and Primary Schools	0	1,008	0	1,093	0	1,184
Special Teachers	2	1	2	1	2	1
Total Number of Assistants	**18**	**1,029**	**19**	**1,114**	**19**	**1,207**
Total of Principals and Ass'nts	**45**	**1,062**	**48**	**1,147**	**51**	**1,245**
Total Number of Teachers	**1,107**		**1,195**		**1,296**	

SCHOOL CENSUS.

	School Census of 1878.	School Census of 1880.	School Census of 1882.	School Census of 1884.
Total Population of the City	436,731	491,516	560,693	629,985
Under 21 Years of Age	201,709	219,622	241,693	263,111
Between the Ages of 6 and 21 Years	123,115	137,035	155,166	169,384
Between the Ages of 6 and 16 Years	87,819	97,181	110,389	120,936
Under 6 Years of Age	78,594	82,067	86,545	93,727

PUPILS.

The following statement exhibits, in tabulated form, the items of Enrollment, Membership, Attendance and Promotions, for each of the Departments of our Public School System, for the School Year:

	Total Enrollment.	Average Daily Membership.	Average Daily Attendance.	Per Cent. of Attendance.	Number of Promotions.
In Ungraded Room	54	25.4	22.9	90.2	0
In Primary Department	63,318	47,651.5	44,307.3	92.9	31,754
In Grammar Department	14,203	13,022.1	12,255.1	94.1	9,190
In High School Department	1,701	1,484.4	1,408.6	94.2	1,175
Total for the City	**79,276**	**62,183.4**	**57,993.9**	**93.3**	**42,119**

WHOLE NUMBER ENROLLED—	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.
Total for the Year	63,141	68,614	72,509	76,044	79,276
Increase over Previous Year	3,579	5,473	3,895	3,535	3,232
AVERAGE DAILY MEMBERSHIP—					
Total for the Year	47,523	51,023	55,890	59,374	62,183
Increase over Previous Year	2,447	3,500	4,867	3,484	2,809
AVERAGE DAILY ATTENDANCE—					
Total for the Year	44,201	47,663	52,185	55,558	57,994
Increase over Previous Year	1,826	3,462	4,522	3,373	2,436
PER CENT. OF PUNCTUAL ATTENDANCE	93.0	93.4	93.4	93.6	93.3
SUSPENSIONS—					
For Absence	2,958	3,176	2,624	2,600	2,547
For Misconduct	166	106	105	90	67
AVERAGE DAILY MEMBERSHIP BY GRADES—					
First Grade	11,788.3	13,651.0	16,159.3	17,488.0	17,647.5
Second Grade	9,147.3	10,251.3	11,002.3	11,483.2	13,054 3
Third Grade	8,664.9	8,947.2	9,328.2	9,692.2	9,685.5
Fourth Grade	6,646.8	6,433.8	6,555.6	6,808.4	7,264.2
Total Primary Deparment	**36,247.3**	**39,283.3**	**43,045.4**	**45,471.8**	**47,651.5**
Fifth Grade	4,689.0	4,700.6	5,137.0	5,648.2	6,054.7
Sixth Grade	2,796.3	3,124.1	3,437.2	3,480.5	3,564.9
Seventh Grade	1,821.0	1,748.8	1,984.0	2,145.3	2,056.1
Eighth Grade	898.7	981.2	1,030.7	1,297.9	1,346.4
Total Grammar Department	**10,205.0**	**10,554.7**	**11,588.9**	**12,571.9**	**13,022.1**
In Ungraded Room	**27.6**	**25.6**	**27.4**	**20.1**	**25.4**
Ninth Grade	477.5	558.0	595.6	616.5	706.8
Tenth Grade	355.0	298.9	354.7	367.8	409.1
Eleventh Grade	146.9	181.6	158.2	186.5	223.2
Twelfth Grade	63.7	120.9	119.4	139.2	145.3
Total High School Dep't	**1,043.1**	**1,159.4**	**1,227.9**	**1,310.0**	**1,484.4**
Total in all Departments	**47,523.0**	**51,023.0**	**55,889.6**	**59,373.8**	**62,183.4**
Per Cent. in Primary Grades	76.27	77.02	77.07	76.62	76.67
Per Cent. in Grammar Grades	21.54	20.71	20.73	21.18	20.94
Per Cent. in High Schools	2.19	2.27	2.25	2.21	2.39

AVERAGE NUMBER OF PUPILS TO EACH TEACHER, NOT INCLUDING PRINCIPALS AND SPECIAL TEACHERS—

	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.
In High Schools	39	37	34	38	38
In Gram. and Prim. Schools	55	53	54	54	54

NUMBER OF PUPILS PROMOTED—

	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.
First to Second Grade	8,121	8,444	8,897	9,238	10,101
Second to Third Grade	6,868	7,703	7,106	7,684	8,642
Third to Fourth Grade	5,509	6,286	6,378	6,532	7,440
Fourth to Fifth Grade	4,288	4,855	5,244	4,953	5,571
Total in Primary Grades	**24,786**	**27,288**	**27,625**	**28,407**	**31,754**
Fifth to Sixth Grade	3,039	3,249	3,514	3,147	3,928
Sixth to Seventh Grade	1,808	2,253	2,442	2,025	2,520
Seventh to Eighth Grade	1,237	1,118	1,529	1,509	1,515
Eighth to Ninth Grade	797	876	1,004	1,188	1,227
Total in Grammar Grades	**6,881**	**7,496**	**8,489**	**7,869**	**9,190**
Total No. of Promotions	**31,667**	**34,784**	**36,114**	**36,276**	**40,944**

PER CENT. OF PROMOTIONS BASED UPON AVERAGE DAILY MEMBERSHIP—

	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.
Primary Department	68.4	69.5	64.2	62.5	66.6
Grammar Department	73.2	71.0	73.3	62.6	70.6
Both Departments	69.4	69.8	66.1	62.5	67.5

AGES OF PUPILS.

The following statement exhibits the age of pupils at the date of their first enrollment during the year, for the last seven years:

	1878-79.	1879-80.	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.
Under 7 years of age	8,174	8,443	9,012	9,997	10,460	10,460	10,731
Between 7 and 8 years	7,443	7,850	8,673	9,623	10,161	10,438	10,378
Between 8 and 9 years	7,402	7,529	8,133	9,064	9,336	9,932	10,058
Between 9 and 10 years	6,790	7,500	7,693	8,322	8,926	9,551	10,006
Between 10 and 11 years	6,437	6,924	7,482	7,819	8,348	8,943	9,363
Between 11 and 12 years	5,603	6,180	6,424	7,115	7,317	7,773	8,383
Between 12 and 13 years	5,285	5,621	5,916	6,359	6,833	6,985	7,458
Between 13 and 14 years	3,908	4,211	4,342	4,647	4,971	5,353	5,721
Between 14 and 15 years	2,689	2,560	2,737	2,807	3,091	3,342	3,581
Between 15 and 16 years	1,402	1,416	1,553	1,479	1,606	1,778	1,914
Between 16 and 17 years	803	691	698	765	798	856	972
Over 17 years	651	637	478	617	662	633	711
Total	**56,587**	**59,562**	**63,141**	**68,614**	**72,509**	**76,044**	**79,276**

The following statement exhibits the number in every one hundred pupils under the ages given, for the past eight years:

	1877-78.	'78-79.	'79-80.	'80-81.	'81-82.	'82-83.	'83-84.	'84-85.
Under 7 years	17.0	14.4	14.2	14.3	14.6	14.4	13.8	13.5
Under 8 years	29.5	27.6	27.3	28.0	28.6	28.4	27.5	26.6
Under 9 years	41.9	40.7	40.0	40.9	41.8	41.3	40.5	39.3
Under 10 years	53.5	52.5	52.6	53.1	53.9	53.6	53.1	51.9
Under 11 years	64.5	64.1	64.2	64.9	65.3	65.1	64.9	63.7
Under 12 years	74.2	73.9	74.6	75.1	75.7	75.2	75.1	74.3
Under 13 years	83.2	83.3	84.0	84.5	85.0	84.7	84.3	83.7
Under 14 years	90.3	90.2	91.1	91.3	91.7	91.5	91.3	90.9
Under 15 years	94.7	95.0	95.4	95.7	95.8	95.8	95.7	95.4
Under 16 years	97.3	97.4	97.9	98.1	98.0	98.0	98.0	97.9
Under 17 years	99.0	98.8	98.9	99.2	99.1	99.1	99.2	99.1
Over 17 years	1.0	1.2	1.1	.8	.9	.9	.8	.9

COST OF SCHOOLS PER PUPIL DURING THE PAST SIX YEARS.

	1879-80.	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.
For Tuition Alone—						
Upon the School Census..	$ 4.25	$ 4.67	$ 4.48	$ 4.97	$ 4.98	$ 5.42
Upon Number Enrolled..	9.79	10.14	10.15	10.63	11.09	11.57
Upon Av. Daily Memb...	12.93	13.48	13.65	13.80	14.23	14.75
Upon Av. Daily Attend...	13.75	14.49	14.61	14.78	15.18	15.82
For Incidentals—						
Upon the School Census..	$ .79	$ .97	$ .95	$ .99	$ .95	$ 1.04
Upon Number Enrolled..	1.83	2.10	2.13	2.12	2.11	2.22
Upon Av. Daily Memb...	2.41	2.80	2.86	2.75	2.77	2.83
Upon Av. Daily Attend...	2.56	3.01	3.07	2.94	2.89	3.04
For all Expenses Including Tuition, Incidentals and Six Per Cent. upon School Property—						
Upon the School Census..	$ 6.11	$ 6.76	$ 6.67	$ 7.30	$ 7.23	$ 7.89
Upon Number Enrolled..	14.05	14.67	15.08	15.62	16.11	16.86
Upon Av. Daily Memb...	18.57	19.49	20.29	20.27	20.62	21.49
Upon Av. Daily Attend...	19.75	20.96	21.71	21.71	22.06	23.05

SCHOOL ACCOMMODATIONS

At the close of the school year there were 67,318 sittings, an increase of 6,538 from the previous year. Of these 667 were in rented rooms.

Eight new buildings were opened during the year;—the Irving, grammar and primary, in September; the Emerson, grammar and primary, in January; the Jefferson, grammar and primary, in February; the Arnold, Brenan and Motley, primary, in March; the Von Humbolt, grammar and primary, in April; and the Langland, primary, in May. With the exception of the Langland, a twelve-room building, they contained each fifteen class rooms, furnishing in all 7,371 sittings.

There were, at the close of the year, 11,336 in double divisions, the pupils attending but one session each day. The greatest want of accommodations at present is in the Headley, Franklin and La Salle districts in the North Division; in the Douglas, Holden, Ward and Wentworth Avenue districts, in the South Division; and in the Clarke, Dore, West Fourteenth Street, Hayes, Irving and Pickard, in the West Division. Several of these, however, will be relieved during the present year. The Haven school, which was unfortunately divided during the year, with its grammar grades in the High School building on 26th St., its third and fourth grades in a basement room on Michigan Avenue, near 15th St., and its first and second grades in rented rooms on Wabash Avenue, near 16th St., is in a condition to appreciate the comforts and conveniences of its new and commodious building.

All the recent buildings may well be a source of gratification and pride to our citizens. Without any pretense of elaborate and expensive ornamentation, they have been designed with a single eye to the purposes of the school, presenting at the same time a pleasing appearance. In the country, where land is cheaper, buildings of one or two stories may be advisable, but for the city, in convenience of arrangement, and economy of space, our later buildings are almost models of perfection. Little is left to be desired in the heating and lighting; perfect ventilation is almost an impossibility, but, I think, we are fast approaching all that can be expected.

ATTENDANCE.

The total enrollment of different pupils for the year, as shown in the preceding tables, was 79,276, an increase of 3,232 over that of the previous year; the average daily membership was 62,183, an increase of 2,809.

The enrollment and membership during the several months shows what seasons of the year are the most favorable for the schools:

	Enrollment.	Membership.
September	65,702	62,629
October	68,259	63,433
November	69,911	62,955
December	70,751	61,602
January	72,708	61,787
February	73,426	60,701
March	74,577	65,705
April	76,325	65,635
May	79,041	67,745
June	79,276	60,608

In 1864–5 with a population of 160,353, there was an enrollment of 29,080, and an average daily membership of 12,268. In 1874–5, with a population of 395,408, there was an enrollment of 49,121, and an average daily membership of 32,998.

The number of teachers in 1864–5 was 240, in 1874–5, 666.

TEACHERS' EXAMINATIONS.

Two examinations of applicants for positions as Principals of Grammar Schools, Principals of Primary Schools, Assistants in High Schools, and Assistants in Grammar and Primary Schools, were held during the year with the following results:

PRINCIPALS OF GRAMMAR SCHOOLS.

July 2nd	6 applicants	4 successful.
December 23rd	20 applicants	9 successful.

PRINCIPALS OF PRIMARY SCHOOLS.

July 2nd	2 applicants	1 successful.
December 23rd	6 applicants	none successful.

ASSISTANTS IN HIGH SCHOOLS

July 2nd	4 applicants	3 successful.
December 23rd	6 applicants	3 successful.

ASSISTANTS IN GRAMMAR AND PRIMARY SCHOOLS.

July 2nd	210 applicants	60 successful.
December 23rd	244 applicants	60 successful.

During the year there were 180 assignments of new teachers and 61 resignations.

Of those who present themselves for examination as Assistants in Grammar and Primary Schools about one-fourth have had previous experience elsewhere, and some of them are among our most successful teachers. Yet it is generally a mistake, I think, for teachers of fifteen or twenty years of acceptable service in other places to come to the city and, leaving all their well-earned reputation behind, begin anew under such different conditions, and with such unaccustomed surroundings as they are almost sure to find. It is so hard to change the modes of thought and action of a score of years.

For Principals of our larger schools, persons of successful experience in similar positions are almost invariably employed, but it requires some time for them to become familiar with our ways. It is unfortunate that we have not some subordinate places, in which enterprising young men of culture and ability can be employed, as is the case with young women, with an opportunity by faithful service to advance to higher and more responsible positions, with a thorough knowledge of our methods, and the trend of our educational thought

THE TRAINING OF TEACHERS.

It used to be thought that any one who could read, write and cipher, could keep school, and he generally could if he could keep himself, in the school house. But the methods have changed since then for the better, we trust, and he who would be successful to-day, needs other than muscular endowments, and the ability to do sums and make quill pens.

The introduction of the Normal school wrought a transformation in our school-life, giving us better trained and more skillful teachers. The curriculum, too, has been enlarged, in obedience to the demands of the people, till we sometimes feel that the limit must be near. The High School has sprung up, in which the academical instruction which necessarily formed so large a part of the Normal Course, can be quite as well done, giving to the Normal school in the larger towns, at least, more and more the character of a Training School. But even here the conditions are so unlike those of the real school, that the results can be only partially satisfactory.

The Philosophy of Education can be learned in the High School, or the College, but it is the Science of Teaching that we want. The High School pupil fresh from those higher branches, which, by promoting her intelligence, will greatly add to her efficiency and usefulness in the end, is well nigh helpless when first placed in a room of fifty or sixty pupils; she knows neither what to do, nor how to do it; her best efforts are often in vain, and much of the time of the pupils is lost. Our so-called Cadet system, when wisely managed, and our double divisions, are almost invaluable in initiating the young and inexperienced girl into her chosen work, and it is a wrong to herself, as well as to the school, to hurry her forward from this preparatory work too soon. There are often from fifty to seventy thus employed in our schools as cadets. If the superintending force were sufficient to allow one of the Assistants, perhaps, to call these together three or four times a week for instruction in the plainer principles and methods of education, and to specially supervise the application of these principles and methods in the daily work of the school room, an earlier and higher success would undoubtedly be secured; and a great waste of effort on the part of both teacher and pupil be avoided. The instruction would give a new life to the teaching, and the teaching assist to a better comprehension of the instruction.

SCHOOL GOVERNMENT.

In the general character and tone of our schools, each year, in my opinion, furnishes new and more convincing evidence of the wisdom of our present system. Both teachers and pupils are lifted to a higher plane, and breathe a purer, sweeter, and more invigorating atmosphere. Flagrant faults are less frequent, membership in school is more rarely severed, and the relations between teacher and pupil are more kindly and endearing.

That perplexing cases sometimes occur, that here and there some teacher of the old school may be found chafing under an enforced restraint, is undoubtedly true, but the number of such is fast decreasing. The great body of our thinking and successful teachers find here a fair and fruitful field for that true guidance, that calm but firm restraint, that turning of the young and untamed spirit from heedless neglect to careful attention, from noisy idleness to quiet industry, that inspiration of better motives, which savor at least of moral training.

In the earnest study, and the free discussion, in tracing out the relations of causes and results, is secured an intellectual integrity, which—aside from moral considerations—leads the pupil to scorn the false. But in the government, the management of the school room, with an appeal to the higher motives of conduct, so far as they can be appreciated, leading the pupil on to a fuller appreciation of the higher motives—here is a field which no moral teacher need, or can afford to despise.

It may be, that from a desire to avoid possible difficulties, and not trouble principal or parent with complaints, a teacher may sometimes bear too long with a persistent offender. A prompt and cheerful obedience is the first condition of the school, the intentional violation of which, the pupil should clearly and early understand, can not be tolerated. The rights of the well-disposed are superior to the claims of the offending individual.

LANGUAGE.

The most important subject of the early school days, and that to which most attention has been given, is Reading and the correct, intelligent use of Language. Until a ready knowledge of Language, printed and spoken, is acquired, little can be done in Geography, History or Arithmetic, and much of the lack of interest, much of the failure in the higher grades results, as it seems to me, from an imperfect apprehension of the language employed. The pupil deals with but half understood words, and consequently wholly misunderstood sentences; and this acquaintance with words and sentences can not come from the study of the dictionary, whose definitions are often given in more obscure terms than the word itself, but must come largely from reading and familiar talks and discussions, with the pupil as the chief talker. The old practice, not yet wholly of the past, of writing long columns of words with the dictionary meaning appended seems to me not only useless, but positively injurious. To get at the pupil's thoughts, and to be sure that he has any clear thought, should be a prime purpose. No reading should be done that is not productive of a clearer enunciation, a better expression, a larger thought, a fuller understanding on the part of the pupil.

What is sometimes called professional reading is, I think, of little or no worth to the pupil, and does not belong to the work of the Public School. We want of our pupils a grasp of the leading thought, and its clear and intelligent expression; and the same care should be taken in reading a problem in arithmetic, a statement in history, or an explanation in geography, as in reading a selection from the reader.

We sometimes forget that a good rendering of an extract is not an end, but only a means of securing the ability to read understandingly, whenever we turn to the printed page for pleasure or profit.

This ability is to be gained, I think, not by continuous drill upon some single selection, but by a wider and more thoughtful reading. To this end the supply of Supplementary Readers to the schools, though still limited in quantity, is rendering efficient aid to teachers and pupils. Even outside of prepared readers, one can hardly go amiss of most excellent books upon various subjects clearly auxiliary to the real work of the school.

ARITHMETIC.

Our work in Numbers in many respects is highly commendable, but the written work, in my opinion, begins too early, dealing too much with figures and signs before the knowledge of the thing signified. If the use of figures and signs could be deferred till the middle or close of the first year, and the pupil by means of objects, and by oral work, made familiar with the numbers of that grade, then would he come better prepared to the written part of the work.

Our language has made an unfortunate distinction between mental and written arithmetic. There may be a basis of fact here, as too often our written arithmetic is not so much mental as machine work. Till the teacher is assured of the mental power, the logical thought of the pupils, all number work should first be oral, to be certain of the mental processes; then and then only can the written part be well begun. The weakest point in our work, as judged by the results of examination, is in the ability to apply the simple principles readily and accurately.

We look for the day when the distinction shall be between Oral and Written, and both be Mental.

GEOGRAPHY.

As Geographies are written, too much stress can hardly be laid upon the importance of much preliminary work and conversation upon familiar objects, such as the school-room, the building, and the well-known streets, before the text-book is begun.

Our pupils are studying of the size and motions of the earth, with all its net-work of circles and lines, without even imagining that they have ever seen it. And why should they thus imagine? The size and motions ascribed to it, or the name even, correspond to nothing they have ever seen or heard; and it is little wonder that the bright little girl, when asked to point out the earth, should have begun earnestly and anxiously to scan the heavens; or that the intelligent boy, who had learned that "a strait is a narrow passage of water," should have given his estimate of the width of the strait of Mackinaw, for instance, as about half an inch, though a more imaginative girl at once raised it to two feet.

Without considerable daily work in map drawing, not in minute and elaborate detail, but in simple outline, locating important points, and giving the direction of rivers, boundary lines and mountain ranges, descriptive geography is studied with little benefit. The mind of the pupil can not yet dispense with the services of the eye, as a guide and instructor, nor till its picture gallery is hung with a fuller variety can it well forego them. Many of the teachers manifest great interest in this direction, and much excellent work is done, adding largely to the pleasure and the benefit of the study.

HISTORY.

In History too, drawing has become an almost indispensable element, in fixing localities, explaining great movements, and illustrating events. By a few strokes of the crayon, an otherwise dull and unintelligible discription can be made quite graphic.

The work in history is becoming less and less a memorizing of unconnected sentences and paragraphs, and more and more a genuine investigation of prominent events in their relations and meanings; and the recitation is more often a presentation and discussion of the results of the pupil's search, and his opinions. For this work, the libraries which many of the schools have secured are freely drawn upon. A morning bulletin of the leading current events may be seen in many of the rooms of the higher grades, that the pupils may have an intelligent knowledge of what is, as well as what has been; and a familiarity with the thought of the day is often found, that would be creditable to maturer years.

WRITING.

I have an increasing feeling, at least approaching a conviction, that in the lower grades especially, we are having too much writing,—writing of spelling lessons, writing of reading lessons, writing of language lessons, and writing of figures. The result is often seen in constrained positions, cramping of the hands, tiring of the eyes, and general weariness and dullness

The temptation to it is great, for it furnishes occupation to the restless little ones, but, I think, an injurious one, when carried too far. Fifteen minutes of writing three or four times a day, it seems to me, is quite as much as can safely be indulged in.

The kindergarten methods suggest many ways in which this excess might be avoided, and means devised for awakening the interest, pleasantly directing the thought, and developing the intelligence of the little folks.

In my last report I recommended " a limited use of the copy book." From a longer observation, and from the success of our work in the first and second grades before the copy book is used, I am led to believe that the work of those grades might well be extended, and better practical results be secured by the omission of the copy books altogether. In this view some of our most successful teachers of writing concur.

AFTER SCHOOL.

The old habit of keeping pupils after school has largely diminished, and let us hope that the good work will still go on. Hardly can anything pertaining to school management be more annoying to parents, more vexing to pupils, and more utterly valueless to the school than the chronic practice of keeping pupils after school.

It may, indeed, be desirable to detain a pupil after school hours, but this detention should be the exception and not the rule The Board of Education has fixed the limits of the session, and this, as a rule, should be carefully observed. The parent should be able to know when his child may be expected at home.

If punctuality is one of the virtues to be cultivated in school, it is as important in the teacher as in the pupil, at the close as at the beginning of a school session. If the pupil is to be present at the opening, the teacher is to dismiss him at the appointed hour. If rules are of any use, they should be as binding on the teacher as on the pupil.

The regular, or frequent detention of pupils destroys the whole purpose of detention, as a punishment, or as an incentive to exertion, becomes a nuisance of which the parent has a right to complain, and is a hindrance to the best influence of the teacher.

The evil is the more difficult to combat, as the teacher who practices it is fortified with the belief that she is thereby showing her zeal and faithfulness, and, it may be, saving the child. The custom evidently does not result from want of time, for the lengthening of the session does not seem to diminish the supposed need; nor does it come from a desire to see the pupil alone, for the whole class is usually kept by the veteran detainer, and often for the fault of a single individual. We wait for the time when this old thought, that some one must be punished for his own or another's fault, shall give way to a desire to interest and encourage.

PRIZES AND MARKING.

The system of prizes prevalent in our schools, in common with others, seems to me to be attended with some great evils. We shudder in reading of the annual sacrifice of a maiden by the Greeks. But by our system of prizes we probably sacrifice a dozen, or a score of them.

In every graduating class, some six or eight of the brightest and best of the pupils, unrestrained, or perhaps encouraged by doting parents and ambitious teachers, are likely to injure, or destroy their health and vigor of body and mind in the vain hope of being number one in the class, and of receiving on graduation day the coveted prize, which, when won, is a poor compensation for a ruined constitution.

The stimulus of the "marks" too has the most marked effect upon the few who least need it, while the hopeless majority are left to dawdle on more indolently than would otherwise be the case. And the few who, in their feverish anxiety to stand at the head, devote themselves heart and soul to the comparatively unimportant details of the various subjects, through painful days and sleepless nights, not unfrequently lose after all the real purpose of the study. Intent only upon the record, and satisfied with a perfect mark, whether the subject be grasped or not, they acquire no love of study for its worthy results, never know the true spirit or power of investigation upon which future growth and success depend, and in the absence of the teacher's marks find themselves without motive or endurance.

The careful shuffling of marking cards, and the weighing of merits, and nice calculations of fractions of percentages are detrimental to intelligent instruction. The teacher is fettered, and his thought divided between his teaching and his judgments, fearful of asking one pupil a more difficult question than he asked the other.

It may be a mistaken opinion, but it is one I have long entertained, that if the marking cards could be quietly consigned to the waste basket, and the marking of daily recitations be largely omitted, and the definite knowledge of their rank withheld from the pupils, and our prize funds converted into funds for the purchase of books and apparatus for the school, a new spirit would be infused into many of our class rooms, and many a young life spared for happiness and worthy service.

LIBRARIES.

The Libraries which so many of our schools have secured for themselves are doing valuable service, I think, not only in cultivating a habit of reading and creating a taste for good reading in the pupils, but in improving the character of their studies and recitations.

They are learning to search for information outside of the text book, to compare authorities, and to present their own views and the reasons for them. They are learning that a text book is not a history, a geography, and that they have not completed the subject when they have come to the end of the little volume.

This use of the libraries increases their love of research, enlarges their vocabulary, gives them a nicer use of words from meeting them in different authors, and quickens and enlarges their intelligence.

For some things they avail themselves, with great profit, of the privileges of the larger Public Library, but this does not diminish at all the advantages and the need of the school library, which is always at hand and under the supervision of the teacher.

By a proper use of the school library they are becoming fitted to use the Public Library with greater benefit after the school days are over.

The action of the Board of Education in furnishing a select number of volumes to those schools not already supplied, it is to be hoped, will be the beginning of a new life to some of those schools that have been hitherto almost destitute of these most desirable aids.

SALARIES.

The teachers' pay roll now amounts to $100,000 per month, and it becomes a matter of great importance how this sum shall be most wisely distributed. Abstractly considered, teachers should be paid in accord with the value of their work; but in a large system, as our public schools have now become, this is practically impossible, and the attempt thus to grade their remuneration would be productive of much heart burning, and few satisfactions.

Some mode of classification, therefore, becomes a necessity. This can be based upon the character and size of the schools, the position of the teacher, or upon length of service, or upon all of them. The first two, if teachers are wisely selected for their positions, give just bases of distinction; and the last, in connection with the others, is, perhaps, as free from objection as any that can be devised.

In comparison with other cities, none of the different classes of our teachers seem to be over paid for their services, and our classification seems generally just. Those classes that seem to me relatively low are the Principals of High Schools, some of the Principals of the larger, and consequently more important Grammar Schools, Principals of the larger Primary Schools, and the more experienced and successful female assistants in High Schools. The younger teachers receive but small salaries, it is true, but they are, in a sense, but apprentices, and receive more than their brothers, graduates of High Schools and Colleges, can obtain for their first services in any business or occupation in which they can engage.

MANUAL TRAINING.

One of the benefits of Manual Training is the making of manual labor honorable. In all the past, even to the present, manual labor has been regarded as servile, and therefore degrading; and many a youth, who might have been a useful citizen in some skilled employment, has led a relatively worthless life on the outskirts of a profession, or mercantile occupation, for which he had neither taste nor fitness.

The training of the hand too, under the guidance of a trained intellect, can but be of incalculable worth, whatever the future calling may be.

But in the training of our more advanced pupils, who are generally from families in comfortable circumstances, are we not in danger of overlooking that larger and more needy class of children who are not in the day schools, but preparing themselves in the streets and haunts of vice to be, in the near future, the inmates of our bridewells and houses of correction?

It is, of course, desirable that children should be at school in the day time, and at home, if they have any, evenings, but it is better that they should be in an evening school than in the street.

If those children who are now destitute of any school advantages could be gathered into evening schools for two or three hours under skilful teachers, it seems that we might fairly hope to save many a child from poverty and crime.

In these schools could be taught the common branches needful to every free citizen, together with such training as should give them the use of the eye and the hand which should fit them for any one of many industrial pursuits.

The apprentice system has gone, never to return; and the wants of these present pupils of idleness and vice can not safely be ignored, when with proper regulations they might receive this needful instruction with comparatively small expense.

DRAWING.

In no department of our school work, I think, is the improvement from year to year more manifest than in the instruction and work in Drawing in the Primary and Grammar Grades; and, perhaps, few of the subjects taught are of more worth, either in preparation for later life, or as an aid in much of the work of the school.

Whatever may be the outcome of Manual Training in the Public Schools, here is a ready means for cultivating the eye and the hand, the rich fruits of which may be enjoyed during school life, a means, too, well adapted to the school room, and equally suited to either sex.

In the higher grades there is quite a difference in the various schools, as to the relative numbers who take this branch; for, although it has been placed in the list of regular studies, yet, as promotion does not depend upon it, and any pupil is excused at the request of the parent, very much of its success depends upon the interest felt by the Principal, or Teacher, in the subject.

In the High Schools much excellent work is done, and in the right direction. But the system employed does not seem sufficiently progressive, especially during the last half of the High School course, and consequently fails to enlist the best interest of many of the pupils.

SINGING.

Those who have not been familiar with the school room recently can hardly realize the excellent quality of much of the instruction and execution found there; the freedom from constraint, the pleasant tone, the cheerful spirit prevailing.

From the fact that the ability to teach singing, as well as drawing, is not a requisite for a teacher's position, both of these branches are carried on under many disadvantages, which are relieved in most cases by a temporary exchange of work by teachers.

Many of our best teachers are somewhat hampered in their efforts, as it seems to me, by not being allowed to use the syllables to which they have always been accustomed, and which almost all singers to-day, more or less, employ.

The recent measures taken by the Board to furnish a large number of our teachers with special instruction in the best methods employed in singing and vocal culture seem to be a step in the right direction.

With a corps of well trained teachers, the supervision of that department must be relieved of much of its weariness and comparative fruitlessness.

GERMAN.

The most important change in the study of German, and one which must add much to the efficiency of the department, is the extension of the study from the Grammar, to the third and fourth grades, in which twenty minutes a day is given principally to oral work by the natural method.

With the practical use of the language during these two years, the pupil should be fitted to enter more fully into the spirit of the language, and secure a better mastery of its relations of words and thoughts, and be able to appreciate somewhat its rich and varied literature.

There is, I think, resulting partly from the large classes, too great a tendency among the German teachers to concert work, always, in my opinion, a delusion and a snare, and contributing neither to knowledge nor intelligence. In nothing requiring individual thought can concert work be useful. The sole result is a volume of sound, as one or two lead off and the rest chime in. No two persons can think in concert.

With this exception the work seems generally excellent, proving, in most cases, an aid rather than a hindrance to the English studies.

HIGH SCHOOLS

The total enrollment in the High Schools for the the year was 1701, of whom 347 were in the North Division, 531 in the South Division, and 823 in the West Division; an increase of 166 from the previous year.

The North and South Divisions are in the enjoyment of commodious buildings, with sufficient accommodations for some years to come. The first floor of the

North Division High School is now occupied by a branch of the Franklin Grammar School. The crowded condition of the building in the West Division has subjected the school to many inconveniences. With the prospect of a large increase in its numbers there seems to be a necessity for largely increased accommodations.

The course in English has awakened much interest on the part of both teachers and pupils, and I believe the good results of the study will soon be apparent in a more intelligent knowledge of our language in its form and spirit, and in a keener appreciation of true literature. Not the least of the benefits hoped for, and already realized in part, is the supplanting of the periodic composition by the more frequent and less formal written exercises upon topics intimately connected with the subjects studied.

The difficulty in this study of English, not yet entirely overcome, has been that the teachers have not been prepared for it, as they have been for teaching Latin and Greek, and have not been able to carry out a thorough, systematic course. Few of them know just where to begin, or what course to take. The former work in English Literature was little more than a barren study of short biographical sketches in the text books, leaving the student about as unfamiliar with our literature as before.

The study of modern foreign languages, too, having for its primary purpose the ability to make ready and correct use of them in speaking and writing, has rarely been productive of that culture which has resulted from classical study.

The ability to speak a language with facility, though an accomplishment, does not, of itself, add largely to the thought and intelligence. A child of five or six years will succeed in that, to the extent of his vocabulary, quite as well as the adult.

I believe that the English course, when it shall become better understood, will meet the wants of those who desire a living, practical study for their children, and afford that accurate scholarship and generous culture which has so long been regarded as the special province of the ancient classics.

The relative time assigned to the different departments of Mathematics, Language and Literature, and Science, natural, political and mental, seems to be in general wisely adjusted. Natural science is, in most cases, successfully taught, and is supposed to be practical. Political science is almost always of interest, and within proper limits very useful, awakening thought and a spirit of research in the pupils. The least successful branch seems to me that of mental science, generally barren of results beyond some slight knowledge of terms employed.

A subject that ought to be of primary importance to the teacher in all the work of the school, can claim little of practical value in its favor. It may be from the want of a suitable text book, or the lack of proper methods, but we do not get the desired results. The right book is not yet secured

When that bane of the school room, Marking and Rank, shall be removed, the pupils will, I think, engage in their studies with a truer purpose, a better zeal, and with much higher and fuller satisfaction. The teacher dare not ask the needful questions lest he be unfair to the pupil; and the pupil, with at least one eye on the teacher's pencil, dare not answer as he thinks, or discuss a subject freely and logically from fear that he will injure his mark and lower his rank; the true spirit of investigation is not there, the thought of the pupil is cramped, his understanding narrowed, his heart shriveled and his conscience destroyed.

EVENING SCHOOLS.

The Evening Schools were opened October 6th in 17 of our school buildings, and closed March 13th, with the exception of the school at the Newsboys' Home, which was continued till May 1.

The total enrollment was 7,190, and the average attendance 1,992. The High School had an enrollment of 517, with an average attendance of 126.7. The principal branches in the High School were Mechanical Drawing, Book-Keeping and Shorthand. Those who took Mechanical Drawing were generally practical workmen, and their progress was very gratifying; it is doubtful whether any class in the High School was more valuable.

At present there are no rules regarding the enrollment of pupils and the conduct of the Evening Schools.

With proper regulations a more regular attendance, I think, might be secured, and the membership bear a better relation to the enrollment.

In many of the rooms, where there are well qualified, skillful teachers, who can put themselves in hearty sympathy with their pupils, the membership is well sustained, and the work commendable; but with an inexperienced, incompetent teacher, there is an ever restless flow, a continued coming and going of pupils, which is fatal to success. The Evening School is no place for an apprentice.

The work of the year, Gentlemen of the Board, has, much of it, been undoubtedly good; we hope for better; we do not claim the best.

Your own untiring efforts, we, who have known them, know. To your hearty sympathy in our efforts, and your kind charity toward our weaknesses, many a heart among the teachers beats in grateful response.

GEO. HOWLAND,

Superintendent of Public Schools.

In Memoriam.

"But on the river's farther side,
We saw the hill-tops glorified."

DORA MEYER.

Assistant in the Walsh School, Aug. 22, 1884.

Miss Meyer graduated at the West Division High School in 1878, and was assigned as teacher in the Branch of the Walsh School Sept., 1879. Quiet and unassuming, for five years she kindly gathered about her the little ones, who will long remember the gentle teacher, with whom, hand in hand, they entered upon the pleasant paths of learning.

LIZZIE I. SHOEMAKER.

Assistant in the Clarke School, May 24, 1885.

Miss Shoemaker was a graduate of the Chicago High School, in the class of 1874, and was assigned to the Clarke School in Sept., 1875. Deeply devoted to her calling, Miss Shoemaker, however, did not limit her life to the work of the school room, but sought ever that broader, finer culture of mind and heart, which, deepening and strengthening the sources of her power and usefulness with her pupils, especially endeared her to all those who came within the sphere of her active, loving life.

"For he gathered the hopes that were broken in twain,
And wrought them into his web again."

REPORTS OF STANDING COMMITTEES.

REPORT OF COMMITTEE

ON

SCHOOL SITES

AND

DISTRICT BOUNDARIES.

To the Board of Education of the City of Chicago.

GENTLEMEN:—The Committee on School Sites and District Boundaries reports the following work accomplished under the direction of the Committee, in the matter of the purchase of sites for new buildings, during the year 1884–85:

Healy School Lot. At the meeting of October 22, 1884, the Committee recommended to the Board the purchase of 198 x 125 feet located on the east side of Wallace Street, commencing 150½ feet north of Thirty-first Street, for the sum of $6,000. This recommendation was adopted by the Board and referred to the City Council for their concurrence. Final action was taken by the City Council, January 26, 1885, and authority was granted to purchase the property.

Grant School Lot. At the meeting of November 19, 1884, the Committee recommended the purchase of 180 x 122 feet, located on the south side of Wilcox

Avenue, commencing 249 feet west of Western Avenue, for the sum of $11,950; and at a subsequent meeting, held December 3, 1884, the Committee recommended the purchase of an additional lot on the east side of the above described tract, for the sum of $1,560, making a total frontage of 204 feet by a depth of 122 feet, for the total sum of $13,510. These recommendations were concurred in by the Board and referred to the City Council for their approval. Final action was taken on these recommendations by the City Council, February 2, 1885, and authority was granted to purchase the property.

Clybourn Place and Girard Street Lot. At the meeting of November 19, 1884, the Committee recommended the purchase of 240 x 125 feet, located on the southwest corner of Clybourn Place and Girard Street, for the sum of $4,700. This recommendation was concurred in by the Board, and referred to the City Council for their approval. Final action was taken on this recommendation by the Council, January 26, 1885, and authority was granted to purchase the site.

Brainard School Lot. At the meeting of November 19, 1884, the Committee recommended the purchase of 175 x 124 feet, located on West Thirteenth Place, north front, commencing 75 feet west of Hoyne Avenue, for the sum of $5,000. This recommendation was concurred in by the Board, and referred to the City Council for their approval. Subsequent negotiations with the owner of this property, who was a non-resident, resulted in reducing the price to $4,375, at which price the City Council authorized its purchase, January 12, 1885.

Lot corner Polk and Norton Streets. Frequent efforts had been made by previous Committees to secure a site in this vicinity, to relieve the Foster, Skinner, Dore and Polk Street Schools. In consequence of this section of the City being already filled up, no other site had been offered, and while the Committee were not fully satisfied with the location of this site and its surroundings, they did not see any opportunity to secure anything better, and therefore, at the meeting of November 19, 1884, again recommended the purchase of 162 x 105.5 feet, located on the southeast corner of Polk and Norton Streets, for the sum of $14,000. The same site had been previously recommended to the City Council and rejected by them, and at their meeting of January 26, 1885, they again referred the matter back to the Board, since which time no further action has been taken. It is thought by the Committee that, upon the removal of the West Division High School to its new location, the building now occupied by the High School, corner of Morgan and Monroe Streets, can be used as a Primary School, and that the districts can be so re-arranged as to afford the needed relief to the schools in this section of the City.

Cooper School Lot. At the meeting of December 3, 1884, the Committee recommended the purchase of

175 x 125 feet on West Nineteenth Street, south front, commencing 150 feet west of Ashland Avenue, for the sum of $8,312.50. This recommendation was concurred in by the Board, and referred to the City Council for their approval. Final action was taken by the Council, January 26, 1886, and authority was granted to purchase the site.

Froebel School Lot. At the meeting of January 14, 1885, the Committee recommended the purchase of 175 x 126 feet, located on West Twenty-first Street, north front, commencing 125 feet west of Robey Street, for the sum of $5,075. At a subsequent meeting, March 25, 1885, the Committee recommended the purchase of two additional lots, east of and adjacent to the above described property, 50 x 126.6 feet, for the sum of $1,450, making a total frontage of 225 feet for the sum of $6,525. These recommendations were concurred in by the Board, and referred to the City Council for their approval. Final action was taken by the Council, authorizing the purchase of the site, June 1, 1885.

West Division High School Lot. At the meeting of April 22, 1885, the Committee recommended the purchase of 267 x 173.3 feet, located on West Congress Street, north front, extending from Lincoln Street to Honore Street, with a corner cut off by Ogden Avenue, for the sum of $28,000. This recommendation was not concurred in by the Board at the time, and the Committee was instructed to re-advertise for proposals, which was done. Upon re-advertising, the only bid received was for this same property, upon the same terms as previously offered, and at the meeting of May 6, 1885, the Committee again recommended the purchase of the site, which was concurred in by the Board and referred to the City Council for their approval. Final action authorizing the purchase of the site was taken by the Council, September 28, 1885.

Fairfield Avenue and Twelfth Street Lot. At the meeting of May 20, 1885, the Committee recommended the purchase of 280.5 feet fronting east on Fairfield Avenue by a depth on West Twelfth Street of 151.8 feet, located on the southwest corner of Fairfield Avenue and Twelfth Street, for the sum of $7,800. This recommendation was concurred in by the Board, and referred to the City Council for their approval. Final action was taken by the Council, October 19, 1885, and authority was granted to purchase the site.

Manierre School Lot.—Efforts were made for securing a site in this vicinity during the fall of 1883, and the recommendation for the purchase of this site was made by the Committee on Buildings and Grounds, July 31, 1884, a short time previous to the organization of the present Committee on School Sites and District Boundaries. The recommendation of the Committee was for the purchase of 175x124.1 feet, located on Hudson Avenue, east front, commencing 275 feet south of Black Hawk Street, for the sum of $14,000, being at the rate of $80 per foot front. This recommendation was adopted by the Board, and referred to the City Council for their approval. At the meeting of the City Council held October 3, 1885, the Committee on Schools of the Council recommended the purchase of the property at $70 per foot front, being a total amount of $12,250. At the meeting of April 17, 1885, the City Council passed an order authorizing the purchase of the site at $12,250. The trustees of the Newberry estate, to which the property belonged, refused to sell it at the price offered by the City Council, but finally agreed to take $75 per foot front for the property. Final action was taken by the Council, authorizing the purchase of the site for the sum of $13,125, July 6, 1885.

Site on Twenty-fifth Street, Near Wentworth Ave.—At the meeting of July 29, 1885, the Committee recommended the purchase of 275x125 feet on Twenty-fifth Street, south front, commencing 150 feet east of Portland Avenue, for the sum of $13,750. This recommendation was concurred in by the Board and referred to the City Council for their approval. No action has yet been taken by the Council for the purchase of this site.

Augusta Street Site.—At the meeting of July 29, 1885, the Committee recommended the purchase of 216x123 feet, located on Augusta Street, south front, commencing 120 feet east of Leavitt street, for the sum of $6,300. This recommendation was concurred in by the Board, and referred to the City Council for their approval. The question of the purchase of this site is still before the Council.

Site Corner of Ward Street and Webster Avenue.—At the meeting of August 12, 1885, the Committee recommended the purchase of 150x124.4 feet located on the south-west corner of Ward Street and Webster Avenue, fronting east on Ward street, for the sum of $6,250. This recommendation was adopted by the Board and referred to the City Council for their approval. No action has yet been taken by the Council on this recommendation.

Hendricks School Lot.—At the meeting of August 12, 1885, the Committee recommended the purchase of 150x125 feet, located on the north-west corner of York and Laflin Streets, south front on York Street, for the sum of $9,750. This recommendation was concurred in by the Board and was referred to the City Council for their approval. Final action was taken by the Council, authorizing the purchase of the site, October 26, 1885.

The Board, under recommendation of this Committee, is now the owner of an excellent atlas of the entire city, showing the width of every street and alley, and the size and location of every lot and block. It is proposed to have every piece of school property accurately shown thereon, and colored, and specially indexed, so that its location and size may be readily ascertained.

It is the judgment of your Committee, and, as we believe, that of the entire Board of Education, that if the Board had power to purchase land for school sites or school purposes, directly from the owners, in most cases such purchases could be made at a considerable reduction from the prices paid under the present system. One reason for this is, the long delay which invariably ensues between the calling for bids by the Committee and the final action of the City Council authorizing the purchase, which in some instances has covered a space of nearly two years, thus tying up all property offered to the Board for an indefinite period. If the Board had the power of condemnation, or to be more accurate, could exercise a power of eminent domain, a great saving could be made to the tax payers in the purchase of school sites.

It has been held in several States that land may be thus acquired for the erection of a school house and for a school yard, that the use proposed is not local and limited, but that public schools are a public necessity, and as taxation for schools is authorized and directed by law, the exercise of eminent domain is equally justified in providing suitable locations. The practice of condemnation for this purpose exists, without question, among others, in the States of Missouri, Vermont, Rhode Island and Pennsylvania, and there is no good reason why such should not be the law in Illinois. At each of the last two sessions of the Legislature of this State the General Assembly was memorialized, in behalf of this Board, to pass such a statute, and a bill carefully prepared under the direction of the Committee on Judiciary as well as the Attorney of the Board, was introduced and its passage requested, but failed to become a law. It is to be hoped that the General Assembly, at its next session, will see the wisdom of such an enactment.

Your committee believe that it would be wise to purchase school sites, at the present time, sufficient to supply the probable wants of the Board for the next five years, as real estate in Chicago is increasing in value at an enormous rate, but the Board has been necessarily confined, in making its purchases, to the amount of money appropriated for the purpose.

The approaching Biennial Census in 1886 will undoubtedly show many points at which our fast increasing population demands, and must receive, increased school facilities, and no doubt the wisdom and good judgment of our successors will be found abundantly competent to make provision therefor.

Respectfully submitted,

ALLAN C. STORY,
*FRANK A. STAUBER,
DANIEL CORKERY,
GEORGE HOWLAND, *Supt.*
Committee on School Sites and District Boundaries.

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[*] Upon the expiration of the term of Mr. Stauber, Mr. Nettelhorst was appointed to fill the vacancy for the balance of the year.

REPORT OF COMMITTEE

ON

BUILDINGS AND GROUNDS.

To the Board of Education of the City of Chicago.

GENTLEMEN:—At no period in the history of the Public School System of the City of Chicago has so much been accomplished in the erection of new school buildings, and also in remodeling and improving the old buildings, as during the school year 1884–85. This has been rendered possible by the liberal appropriations made by the City Council during the past two or three years, and, as a consequence, some little headway has been made in providing increased school facilities. Most of the rented rooms and buildings have been given up, and the number of pupils attending in half-day divisions has been very materially reduced.

The labors of the Committee have been lightened during the past year by the establishment of a new Committee, entitled the Committee on School Sites and District Boundaries, to which has been assigned the duty of securing sites for new buildings, the establishment of district boundaries for the same, and the re-arrangement of existing district boundaries.

At the commencement of the school year, in September, 1884, the Irving School building, located in the West Division of the City, on Lexington Street, between Hoyne Avenue and Leavitt Street, was opened. This is a fifteen room building, providing accommodations for 945 pupils. The contract price for the building, including furnaces, was $51,064.45. The building was filled to its utmost capacity at its opening, and before the close of the first month it was found necessary to open double divisions.

The following school buildings had also been commenced, and were in various stages of progress at the beginning of the year:

The Emerson, a fifteen room building, located on the corner of Walnut and Paulina Streets, heated by steam. Contracts were awarded in April, 1884, at a total cost, including steam-heating apparatus, of $53,018 70. The building was opened in January, 1885.

The Jefferson School building, located at the corner of Nebraska and Laflin Streets. This building is also a fifteen room building; contracts were awarded in April, 1884, at a total cost, including the steam-heating apparatus, of $53,795. The building was occupied in February, 1885.

The Motley School building, located on Snell Street, south of Chicago Avenue, is a fifteen room building, contracts for which were awarded in May, 1884, at a total cost, including furnace heating apparatus, of

$46,288.30. The building was opened for the reception of pupils in March, 1885.

The Von Humboldt School building, located at the corner of Hirsch and Rockwell Streets, is also a fifteen room building. Contracts for the erection of the building were awarded in May, 1884, at a total cost, including furnace heating apparatus, of $46,537.50. The building was opened in March, 1885.

The Arnold School building, located at the corner of Centre and Burling Streets, is also a fifteen room building, heated by furnaces. Contracts were awarded in May, 1884, at a total cost, including heating apparatus, of $46,408.30. The building was opened in April, 1885.

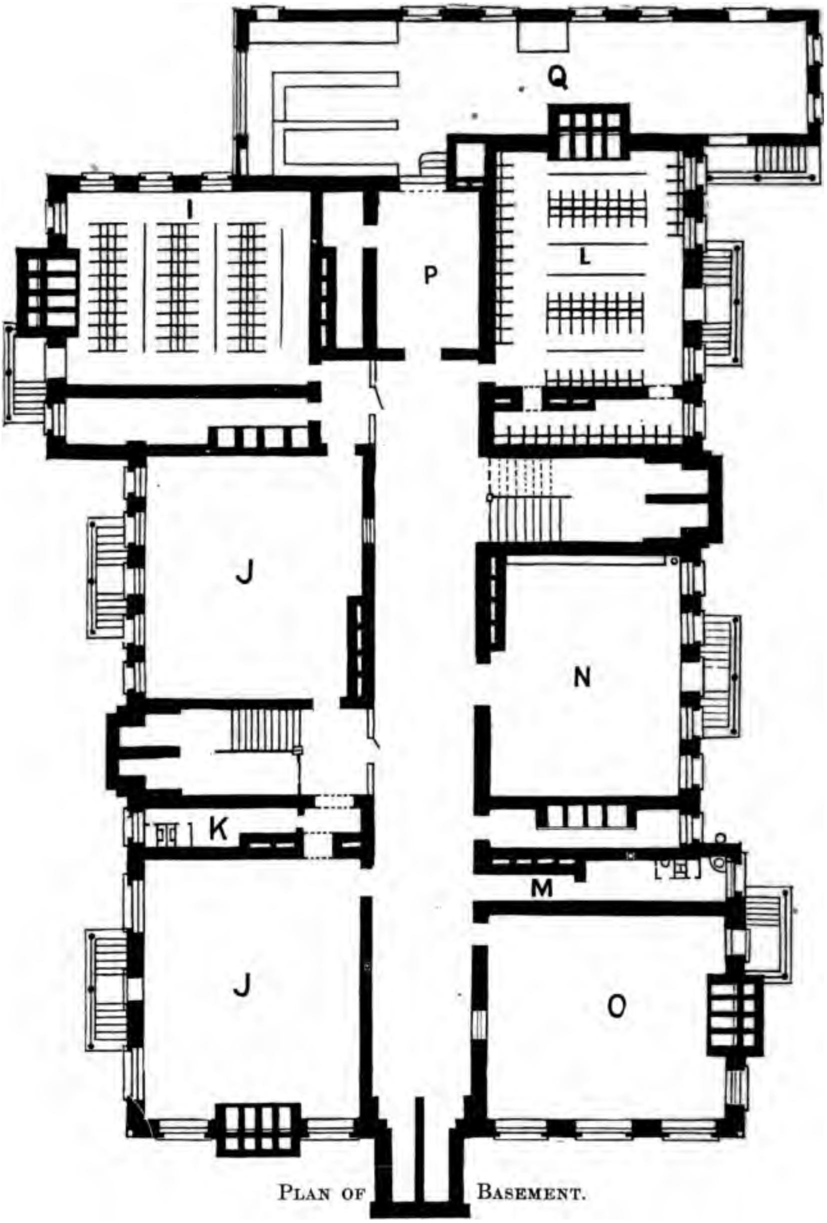
The Brenan School building, located on Lime Street, south of Archer Avenue, is a fifteen room building. Contracts were awarded in June, 1884, at a total cost, including furnace heating apparatus, of $44,156.05. The building was opened in March, 1885.

The Langland School building is located on the old site formerly known as the Holstein School site, on Cortlandt, between Leavitt and Oakley Streets. This is a twelve room building. Contracts for the erection of the building were awarded in July, 1884, at a total cost, including furnace heating apparatus, of $37,114.50. This building was opened for the reception of pupils in May, 1885. Upon the opening of this building, it was found that the old frame building, formerly known as the Holstein School building, could be dispensed with, consequently the building was sold.

The Thomas Hoyne School building, located at the corner of Cass and Illinois streets, is a fifteen room building. Contracts were awarded in June, 1884, at a total cost, including steam heating apparatus, of $50,063.55. Owing to various delays occasioned by the failure of contractors for terra cotta work to carry out their contract, and also the inadvisability of removing the Kinzie School pupils to the building before the beginning of the next school year, the building has not yet been opened. It will be opened as a grammar school in September, 1885.

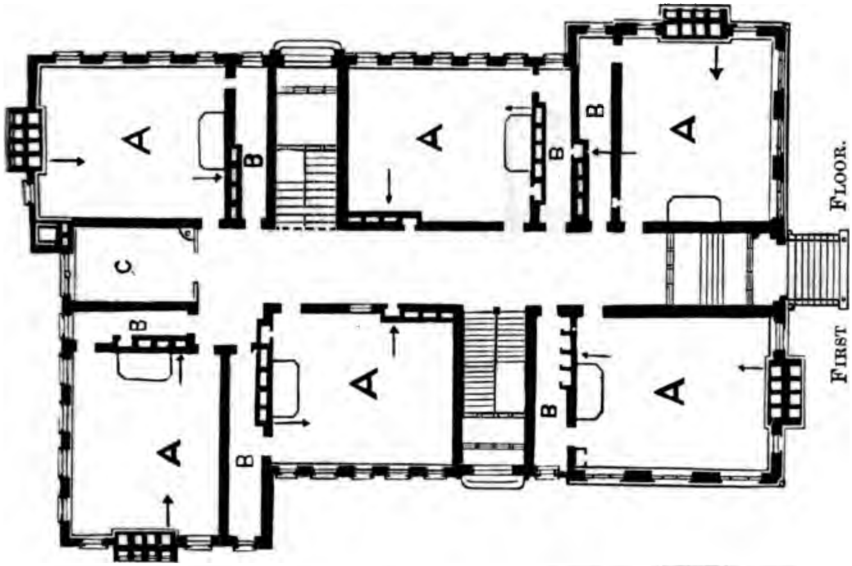
In July, 1884, contracts were awarded for the erection of a four-story building, twenty-four rooms, capable of accommodating 1,400 pupils, on the Haven School lot, on Wabash Avenue, between Fourteenth Street and the C., B. & Q. R. R. crossing, for a total sum, including steam heating apparatus, of $77,809.11. The old Haven School building was torn down shortly after the close of the school year, and work was commenced on the new building as soon as the ground could be cleared. The Board was compelled, in this instance, to deviate from its established policy of limiting the height of their school buildings to three stories, for the reason that it was found impossible to secure another site nearer the business portion of the city, where a new building was very much needed, suitably located and at a price which they felt warranted in recommending to the City Council, in view of the very pressing demands for an increase of school accommodations in

HAVEN SCHOOL BUILDING.

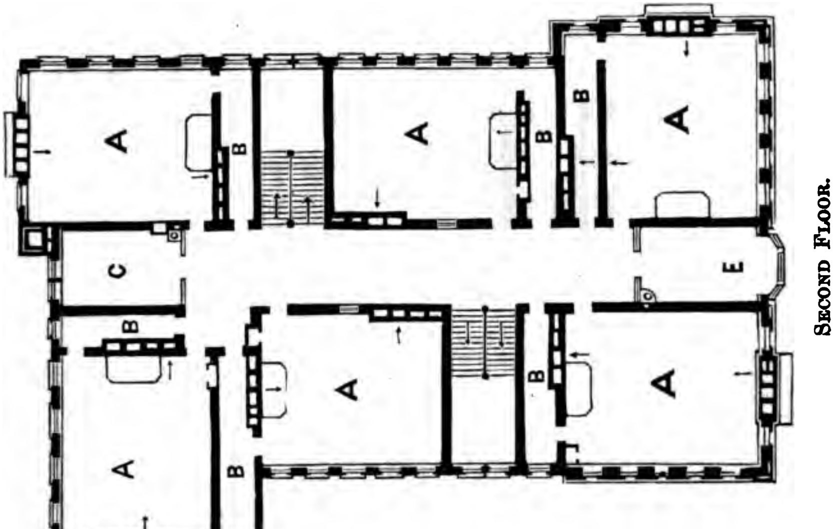


PLAN OF BASEMENT.

HAVEN SCHOOL BUILDING.



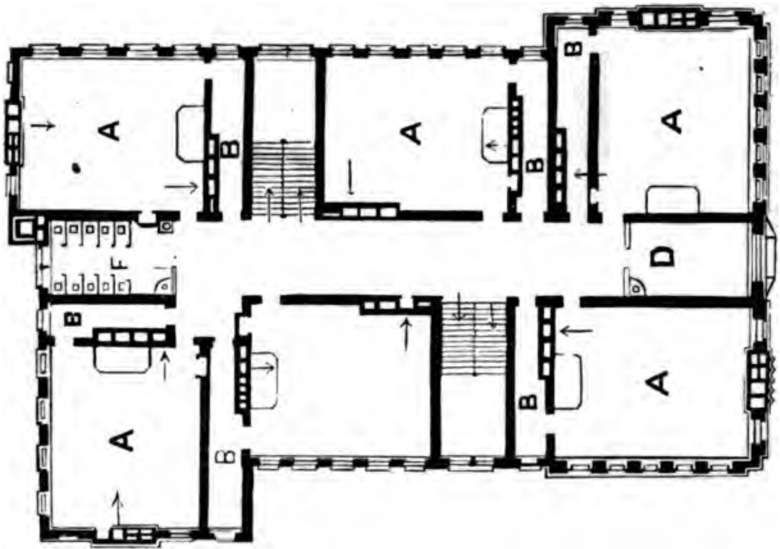
FIRST FLOOR.



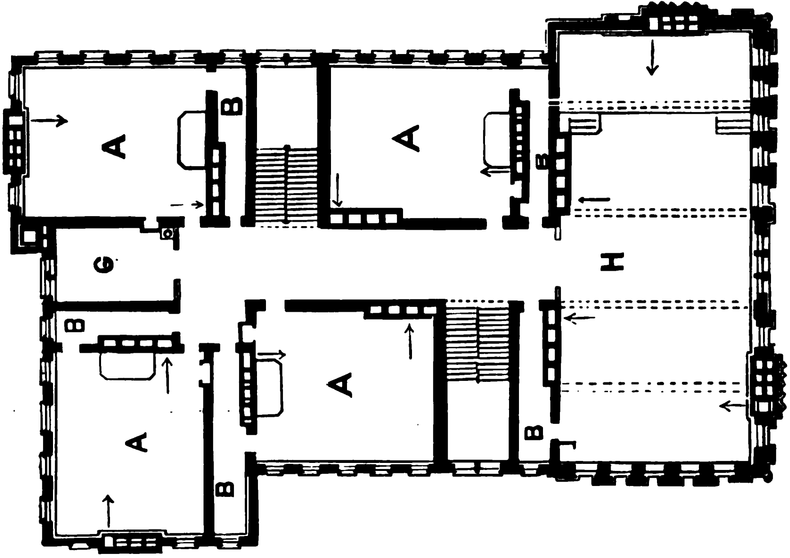
SECOND FLOOR.

A, A—Class Room.
B, B—Wardrobes.
C, C—Recitation Rooms.
D—Recitation Room.
E—Office.
F—Water Closet.
G—Library.
H—Assembly Hall.
I—Girl's Water Closet.
J—Girl's Play Room.
K—Lady Teachers' Water Closet.
L—Boy's Water Closet.
M—Principal's Water Closet.
N—Boy's Play Room.
O—Boy's Play Room.
P—Janitor's Room.
Q—Boiler and Fuel Room.

HAVEN SCHOOL BUILDING.



THIRD FLOOR.



FOURTH FLOOR.

A, A—Class Room.
B, B—Wardrobes.
D—Recitation Rooms.
F—Water Closet.
G—Library.
H—Assembly Hall.

other parts of the city where sites could be purchased at a merely nominal price as compared with the price asked in this locality. It was necessary to erect an unusually large building on this lot, owing to the fact that the Board would be obliged, at the close of the year, to give up possession of the old Third Avenue building (twelve rooms) which had been disposed of to the Chicago & Western Indiana Rail Road Co. The building will be ready for occupation at the commencement of the school year 1885. During the construction of this building, a portion of the pupils were accommodated in the South Division High School building, occupying the first floor; and for the accommodation of the balance of the pupils, rooms were rented in the vicinity of the building.

The following tabulated statement shows the buildings which have been completed, and occupied during the year:

NAME OF SCHOOL.	Size on the Ground.	Number of Rooms.	Seating Capacity.	How Heated.	Contracts Awarded.	Cost, Including Heating Apparatus.	When Opened.
Irving	75 x 125 feet	15	945	Furnaces.	April, 1883.	$51,064 45	Sept , 1884
Emerson	75 x 125 feet	15	945	Steam.	April, 1884.	53,018 70	Jan., 1885
Jefferson	75 x 125 feet	15	945	Steam.	April, 1884.	53,795 00	Feb., 1885
Motley	75 x 125 feet	15	945	Furnaces.	May, 1884.	46,288 30	Mar., 1885
Von Humb'dt	75 x 125 feet	15	945	Furnaces.	May, 1884.	46,537 50	Mar., 1885
Brenan	75 x 125 feet	15	945	Furnaces.	June, 1884.	44,156 05	Mar., 1885
Arnold	75 x 125 feet	15	945	Furnaces.	May, 1884.	46,408 30	April, 1885
Langland	78 x 85 feet	12	756	Furnaces.	July, 1884.	37,114 50	May, 1885
Total		117	7,371			$378,382 80	

During the year, contracts have been awarded for the erection of one eighteen room building, six fifteen room buildings, two twelve room buildings, one nine room building, one eight room building, a six room addition to the King School building, and a three story building on the Scammon School lot to be used as a carpenter' shop and store room.

The eighteen room building, known as the Froebel School building, is located on Twenty-first Street, west of Robey Street. It will accommodate 1,134 pupils. Contracts for this building were awarded in July, 1885, at a total cost, including steam heating apparatus, of $59,447.45.

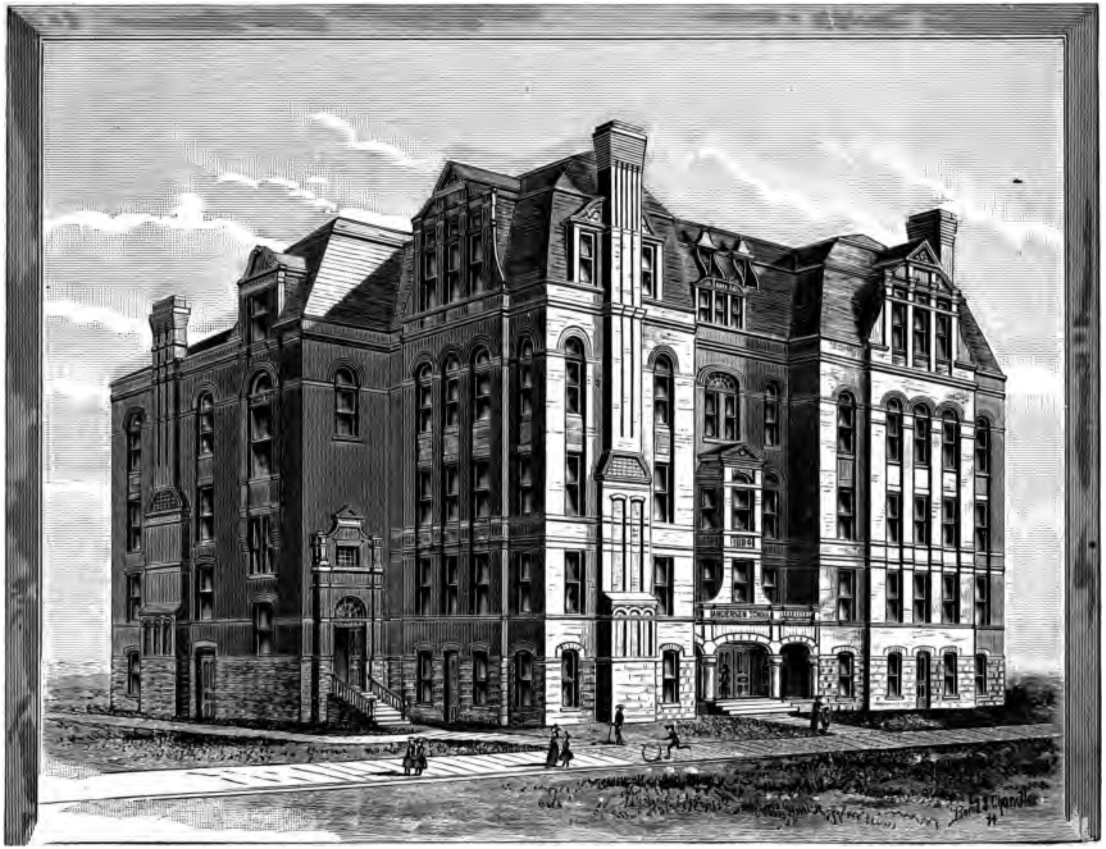
The six fifteen room buildings are the Andersen, the Brainard, the Healy, the Cooper, the Grant, and the Manierre School buildings.

The Andersen School building is located on Lincoln Street, south of Division street. Contracts for the erection of the building were awarded in November, 1884, at a total cost, including steam heating apparatus, of $54,141.00.

The Brainard School building is located on West Thirteenth Place, west of Hoyne Avenue. Contracts were awarded in April, 1885, at a total cost, including steam heating apparatus, of $49,101.95.

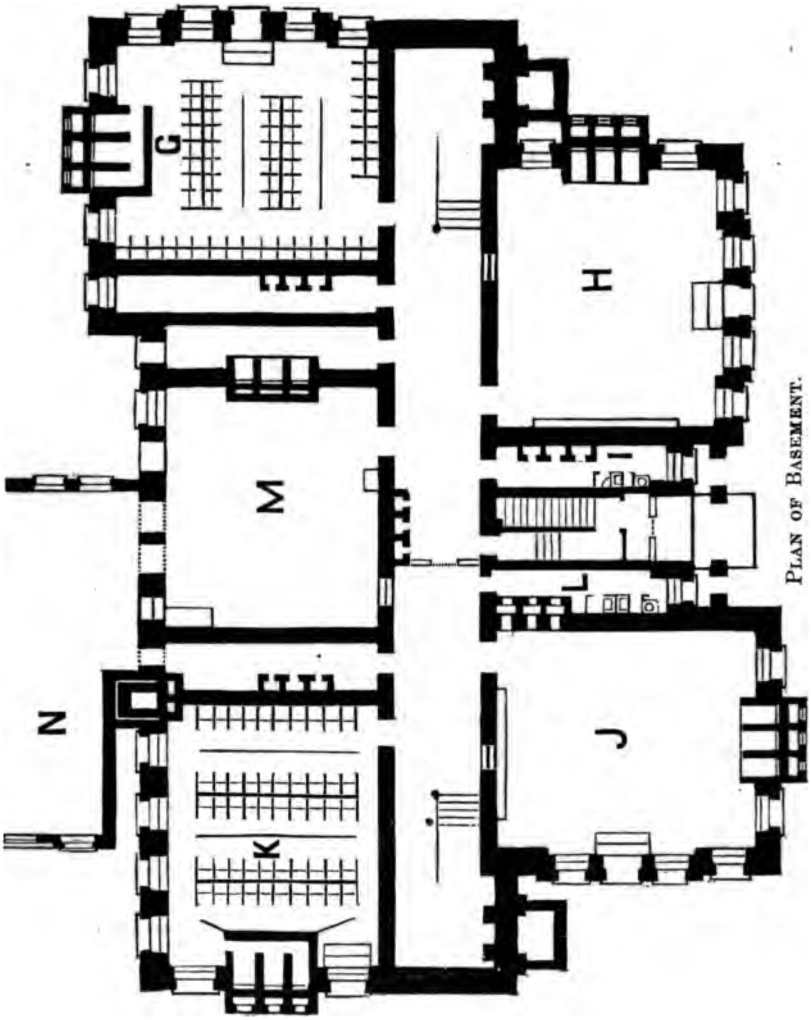
The Healy School building is located on Wallace Street, north of Thirty-first Street. Contracts were awarded in April, 1885, at a cost, including steam heating apparatus, of $48,656.45.

The Cooper School building is located on West Nineteenth Street, west of Ashland Avenue. Con-



ANDERSEN SCHOOL BUILDING

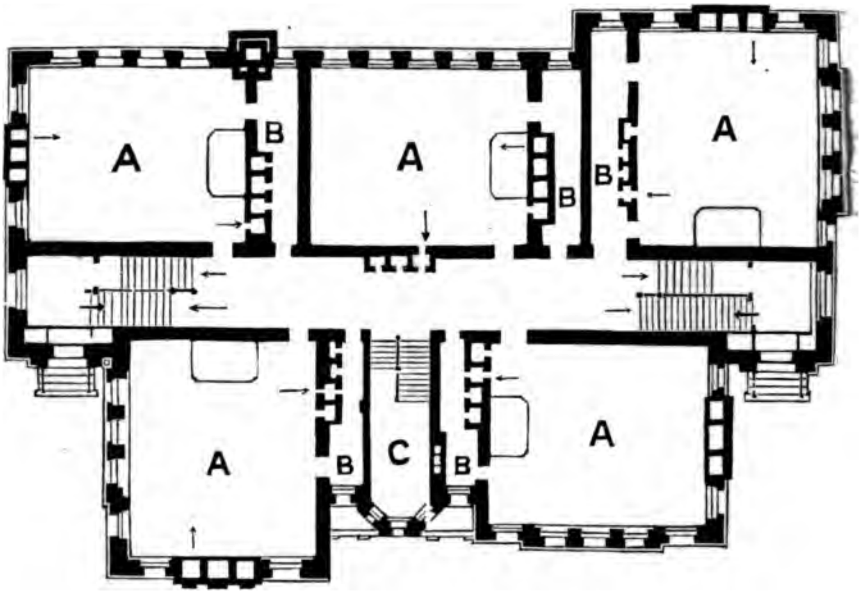
ANDERSEN SCHOOL BUILDING.



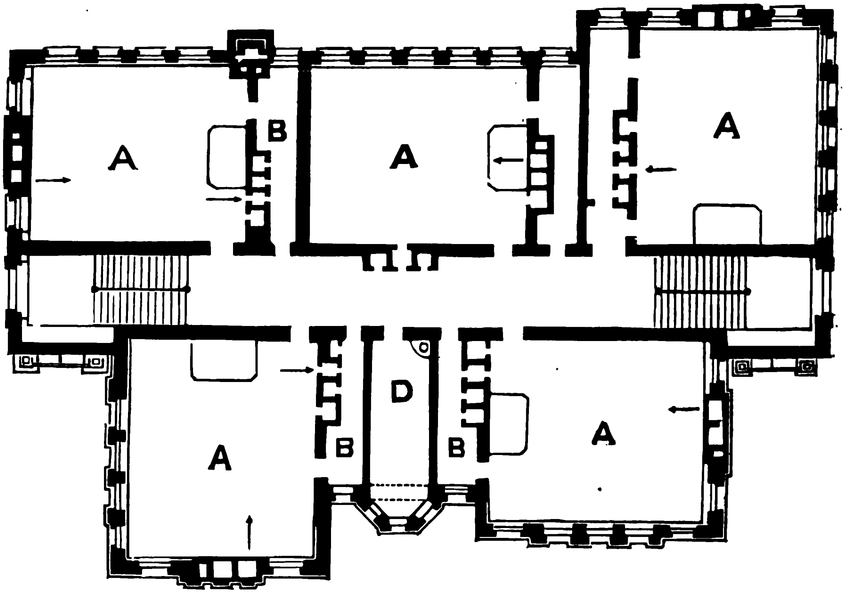
PLAN OF BASEMENT.

—Boys' Water Closet.
—Boys' Play Room.
—Principal's Water Closet
J—Girl's Play Room.
K—Girl's Water Closet.
L—Lady Teachers' Water Closet.
M—Janitor's Room.
N—Boiler House.

ANDERSEN SCHOOL BUILDING.



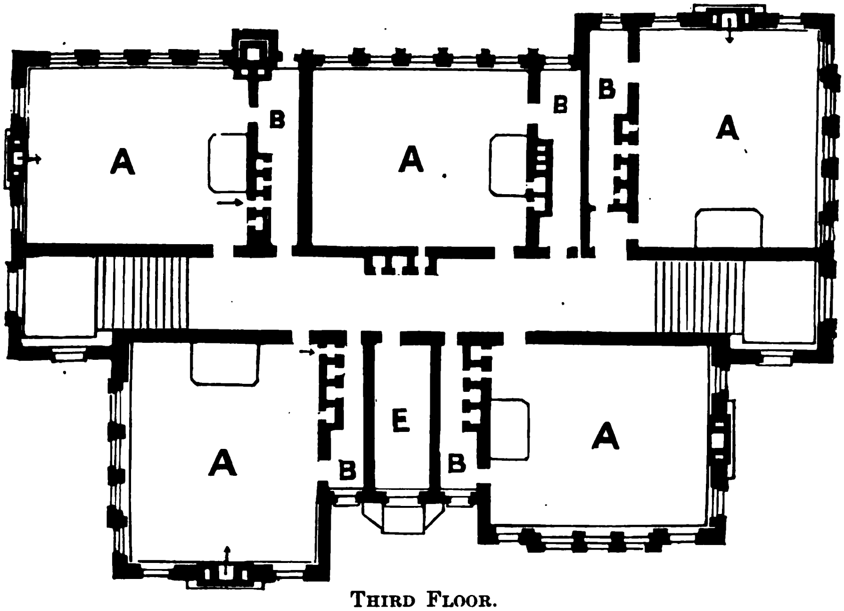
FIRST FLOOR.



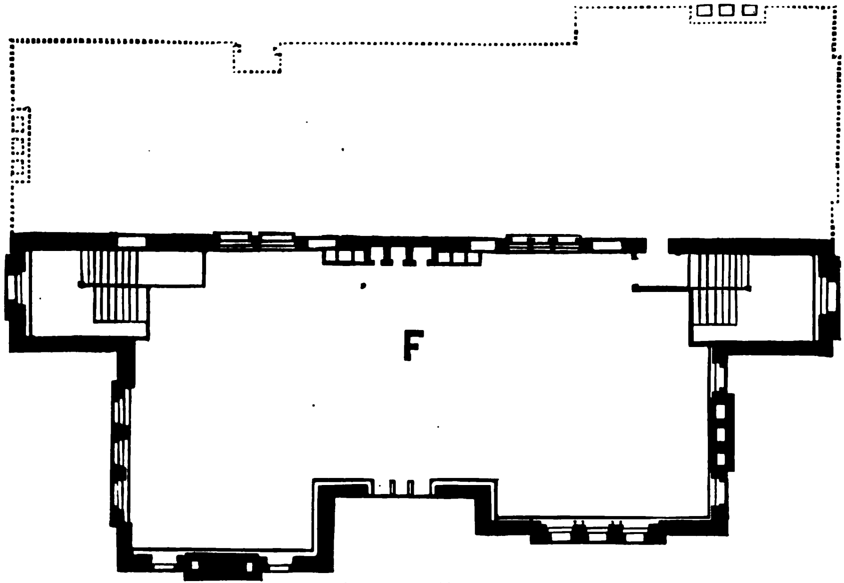
SECOND FLOOR.

A, A, A—Class Room.
B, B, B—Wardrobes.
C—Office.
D—Library.
E—Recitation Room.
F—Assembly Hall.

ANDERSEN SCHOOL BUILDING.



THIRD FLOOR.



FOURTH FLOOR.

A, A, A—Class Room.
B, B, B—Wardrobes.
E—Recitation Room.
F—Assembly Hall.

tracts were awarded in April, 1885, at a total cost, including steam heating apparatus, of $48,327.45.

The Grant School building is located on Wilcox Avenue, west of Western Avenue. Contracts were awarded in June, 1885, at a total cost, including steam heating apparatus, of $54,564.78.

The Manierre School building is located on Hudson Avenue, south of Black Hawk Street. Contracts were awarded early in September, 1885, at a total cost, including steam heating apparatus, and exhaust ventilating apparatus, of $55,020.75.

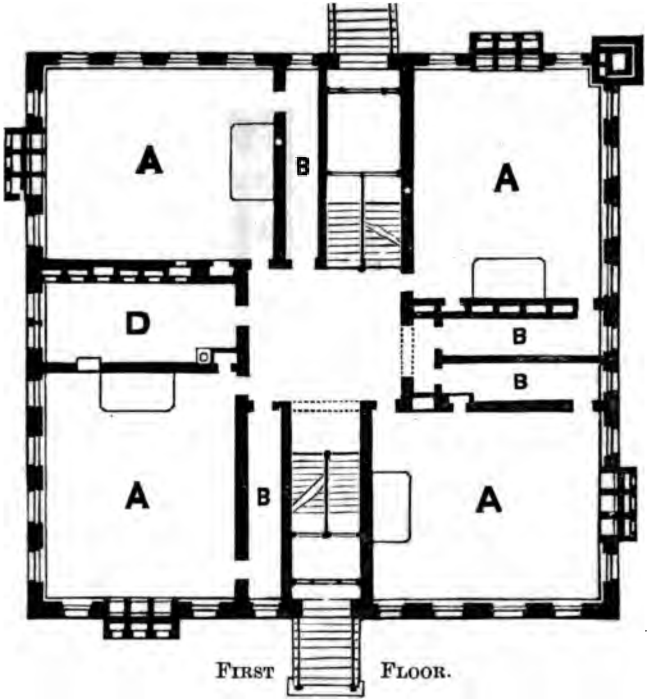
The two twelve room buildings are the Garfield and Burr School buildings, being, in each case, the second building on the school lot.

The Garfield School building is located on the corner of Johnson and Wright Streets. Contracts were awarded in November, 1884, at a total cost, including furnace heating apparatus, of $34,404.45.

The Burr School building is located on Ashland Avenue, south of Waubansia Avenue. Contracts were awarded in December, 1884, at a total cost, including steam heating apparatus, of $41,323.93.

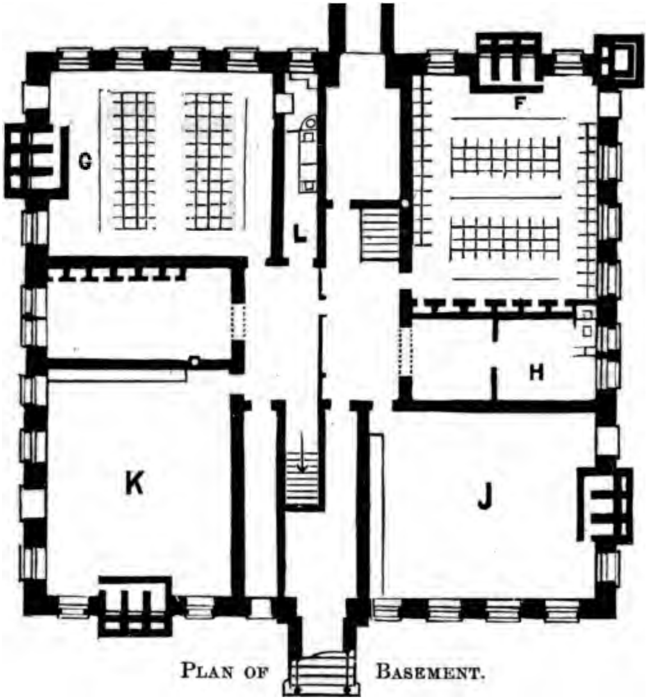
The nine room building was erected across the south end of the Montefiore School lot, consisting of one tier of three rooms on each floor, with a corridor on the south side of the building running its entire length. Contracts were awarded in January, 1885, at a total cost, including steam heating apparatus, of

BURR SCHOOL BUILDING.



FIRST FLOOR.

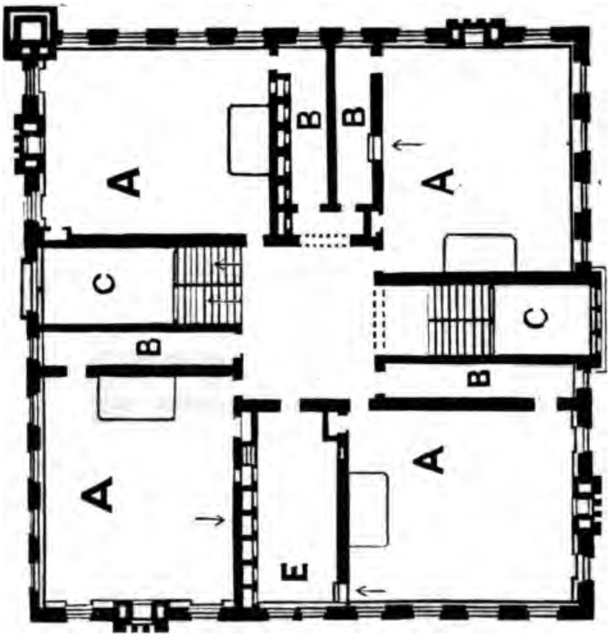
A, A, A—Class Rooms.
B, B, B—Wardrobes.
D—Office
F—Boys' Water Closet.



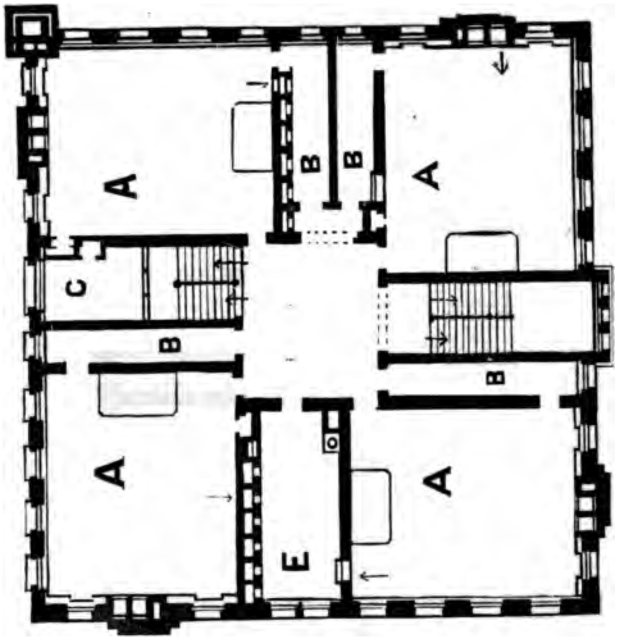
PLAN OF BASEMENT.

G—Girls' Water Closet.
H—Principal's Water Closet.
J—Boys' Play Room.
K—Girls' Play Room.
L—Lady Teachers' Water Closet.

BURR SCHOOL BUILDING.



THIRD FLOOR.



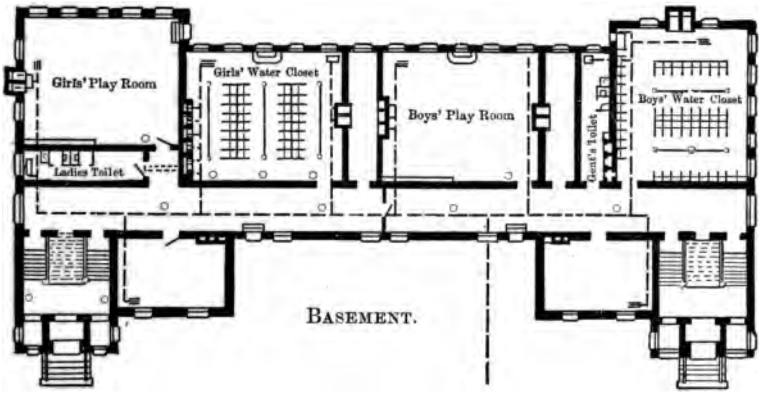
SECOND FLOOR.

A, A, A—Class Rooms. B, B, B—Wardrobes. C, C—Recitation Room. E, E—Recitation Rooms.

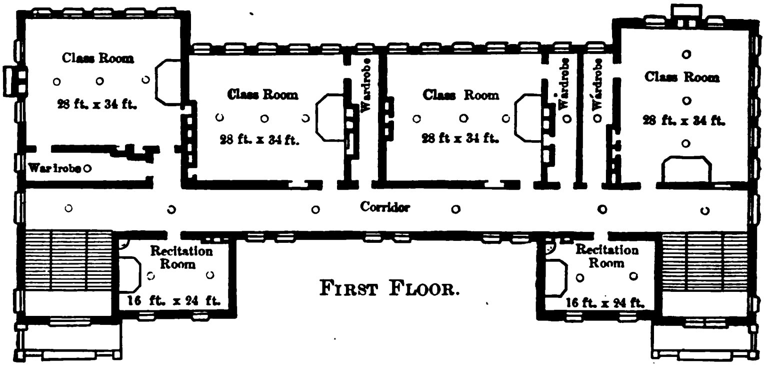
$35,244.24. In order to make room for this building, the old six-room frame building erected in 1862, was disposed of. This frame building had long been considered as very poorly adapted for school use, having been erected when the subject of light and ventilation did not receive proper attention. The building was heated by stoves, and ventilation could be secured only by opening the windows.

The eight room building is being erected on the Cottage Grove School lot, in the rear of the main building; it is two stories in height, four rooms on each floor, with an assembly hall in the attic, and is heated by steam supplied from the main building. Contracts were awarded in July, 1885, at a total cost, including heating apparatus, of $38,410.65. The old frame building, erected in 1866, and which accommodated the pupils of the district till the erection of the new building, in 1881, and was partially filled at the

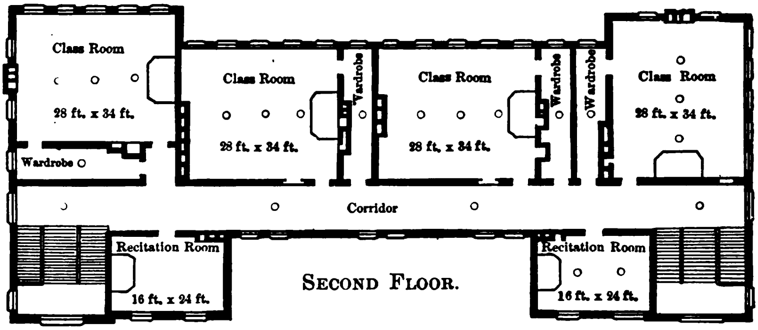
COTTAGE GROVE SCHOOL BUILDING.



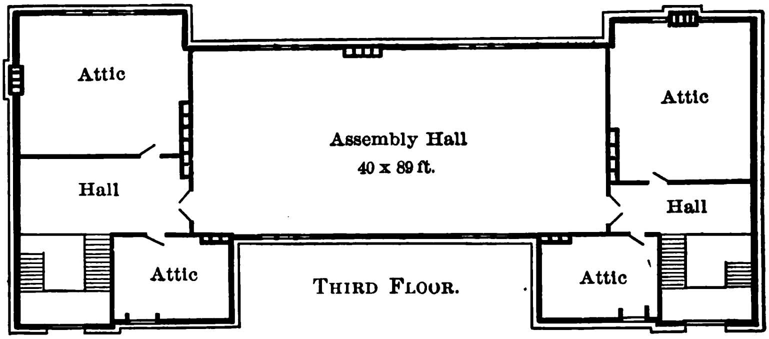
COTTAGE GROVE SCHOOL BUILDING.



FIRST FLOOR.



SECOND FLOOR.



THIRD FLOOR.

time plans for the additional building were prepared, was disposed of, being turned in as part payment on the mason's contract.

Contracts for the six room addition to the King School building were awarded in January, 1885, at a total cost, including steam heating apparatus, of $27,794.04. This addition was connected by a hallway with the old building, which involved various changes in the old building, which cost, including steam heating apparatus for the old building, $6,319, making a total cost of $34,113.04.

A new feature has been introduced in the Andersen, Grant, Froebel, Manierre and Cottage Grove School buildings, consisting of an Assembly Hall in the Attic, making a fourth floor in the three story buildings, which does not very largely increase the cost of the building. It furnishes a large room for public exercises, which can be used to advantage for gymnastic exercises

The rapid increase in the number of our school buildings and the consequent large increase in necessary repairs and improvements, rendered it necessary that better accommodations be provided for a carpenter and work-shop, and also for a store-room. In view of this pressing need, the Committee asked authority to procure plans and specifications for such a building at the meeting of April 8, 1885, which was granted, and contracts for the erection of the building were awarded May 20th, at a cost of $9,452.40.

The following statement shows the increased accommodations to be afforded by the buildings contracted for during the year, and the cost of the same:

SCHOOL.	Size of Building.	Number of Rooms.	Seating Capacity.	How Heated.	Contracts Awarded.	Cost of Building.
Andersen	75 x 125 feet	15	945	Steam.	Nov., 1884	$54,141 10
Garfield	78 x 85 feet	12	756	Furnaces.	Nov., 1884	34,404 45
Burr	81 x 85 feet	12	756	Steam.	Dec., 1884	41,323 93
Addition to King	56 x 73 feet	6	378	Steam.	Jan., 1885	34,113 04
Montefiore	51 x 110 feet	9	567	Steam.	Jan., 1885	35,244 24
Brainard	75 x 125 feet	15	945	Steam.	April, 1885	49,101 95
Healy	75 x 125 feet	15	945	Steam.	April, 1885	48,656 45
Cooper	75 x 125 feet	15	945	Steam.	April, 1885	48,327 45
Grant	75 x 125 feet	15	945	Steam.	June, 1885	54,564 78
Froebel	80 x 135 feet	18	1,134	Steam.	July, 1885	59,447 45
Cottage Grove	66 x 160 feet	8	504	Steam.	July, 1885	38,410 65
Manierre	75 x 125 feet	15	945	Steam.	Sept., 1885	55,020 75
Total		155	9.765			$552,756 24

To these must be added the Haven and the Thomas Hoyne School buildings, contracts for which were awarded during the previous year, and which were not occupied till the opening of the school year commencing September, 1885.

SCHOOLS.	Size.	Number of Rooms.	Seating Capacity.	How Heated.	Contracts Awarded.	Cost of Building.
Haven	84 x 132 feet	24	1,450	Steam.	July, 1884	$77,809 11
Thomas Hoyne	75 x 125 feet	15	945	Steam.	June, 1884	50,063 55
Total		39	2,395			$127,872 66

The above statements show an increase of 194 school rooms with a seating capacity for 12,160 pupils, at a cost of $680,628.90.

From the above increase of seating capacity must be deducted the following:

The old Haven School building, torn down, seating capacity,	1,008
Old Sangamon Street building, (frame), sold, seating capacity	378
Old Holstein School building, (frame), sold, seating capacity	126
Old Cottage Grove School building, (frame), sold, seating capacity	756
Total	2,268
Making a net increase in seating capacity of	9,892

The Haven, Andersen, Thomas Hoyne and Garfield School buildings, and the addition to the King School building were opened at the commencement of the school year, September, 1885. The Montefiore and Burr School buildings were opened during the Fall Term, and the balance will be ready some time during the winter of 1886.

The labors of the Committee have not, however, been confined to the erection of new buildings, the following repairs and improvements have been made upon old buildings during the year, and the Committee can safely say that at no time during the history of the Chicago Public Schools have the school buildings been in better shape for the reception of pupils than at the opening of the school year 1885–86.

Armour Street School building: The exterior of this building was painted; new stone steps were constructed at the entrance; the steam heating apparatus was thoroughly repaired, and connections by inside door-ways were made between the pupil's water closets, and the basement corridor.

Brown School building: Early in the year, complaint was made of defective sewerage and ventilation in the new building erected in 1870, and after a thorough examination, it was decided to construct new ventiducts and remodel the entire ventilating apparatus. After these modifications were completed, the ventilation of the building was found to be very much improved. The steam heating apparatus was also remodeled, additional heating surface was supplied, and the sewerage was reconstructed; the building is now in a very satisfactory condition. The exteriors of both buildings have also been painted.

Burr School building: Owing to the crowded condition of the school and the impossibility of renting suitable accommodations in the vicinity, rooms were fitted up in the basement, for the relief of the school till the new building was completed. Curb stone was set on the Ashland Avenue front of the lot.

Carpenter School building: The boiler house of this building has been enlarged and the steam heating apparatus was thoroughly overhauled and put in good repair. The interior wood work of the building was painted.

Elizabeth Street School building: New ventilating ducts were constructed in this building and the floors were relaid.

Foster School building: The old stairways in the brick building were torn out and new stairways were constructed, the furnaces were also taken out and a steam heating apparatus was put in, and cement pavement was put down in the basement rooms.

Montefiore School: The old six room frame building which was replaced by the new nine room building was sold to a party who removed it to the lot south of and adjacent to the school lot, placing it on the north line of the lot, which endangered the new building in case of fire, the building having been fitted up for manufacturing purposes. In order to guard against such contingency, and as a matter of safety to the pupils attending the new building, a blank fire wall was constructed on the south line of the school lot to the height of the adjoining building.

Moseley School building: The exteriors of both of the buildings on this lot were painted during the summer vacation.

Newberry School building: The interior wood work of this building was painted during the summer vacation; and the construction of the steam heating apparatus, as regards the wall coils in the several rooms, was remodeled throughout.

Oakley School building: The exterior of this building was painted, new outside stone steps were constructed and the pupils' water closets in the basement were connected by door ways with the halls leading to the upper part of the building.

Raymond School building: The exterior walls and wood work of this building have been painted, and outside stone steps have been constructed and a cement pavement has been put down in the basement rooms.

Scammon School building: The exterior wood work of the stone building formerly occupied by the High School, and the exterior walls and wood work of the brick (old Normal building) have been painted.

Pickard School building: A cement pavement has been laid in the basement rooms of this building, and the water closets have been connected with the main sewer.

Skinner School building: The interior wood work of this building has been painted.

West Thirteenth Street School lot: A curb wall has been constructed in front of the school lot.

Vedder Street School lot: A curb wall has been constructed on the Vedder Street front of this lot.

Calcimining: The interior walls of the following School buildings were calcimined, to wit: North Division High, South Division High, Burr, Calumet Avenue, Carpenter, Dore, Franklin (both buildings), Garfield, Headley, Keith, King, Kinzie, Lawndale, Lincoln Street, Longfellow, Montefiore, Newberry, Oak Street, Pickard, Scammon (both buildings), Sheldon, Skinner, West Thirteenth Street, Throop, Vedder Street, Walsh, Ward, and Webster.

Basements Whitewashed: Armour Street, Brighton, Division and Cleaver Street, Franklin, Garfield, Hayes, Huron Street, West Jackson Street, Oakley, Pickard, Raymond, Sangamon Street (now Montefiore), West Thirteenth Street, Throop, and Walsh School buildings.

Floors Relaid: Of Calumet Avenue, Dore, Kinzie, Lincoln Street, West Fourteenth Street, Scammon, Walsh (frame), Wells (old), and Wentworth Avenue buildings.

Recitation Rooms for German Classes: In the La Salle, Lincoln and Sheridan School buildings.

Teachers' Water Closets: Refitted in the Clarke, Dore, Lincoln Street, Kinzie, Pickard and Sheldon School buildings.

Pupils' Water Closets: Refitted in the Douglas, Elizabeth Street, Headley, Jones, Pickard, Raymond, Sheldon, Vedder Street, and Wells (old) buildings.

Pupils' Drinking Fountains: Fitted up for the Huron Street, West Jackson Street, Division and Cleaver Street, LaSalle, Pickard, Raymond and Walsh Schools.

Steam Heating Coils have been placed in the boys' and girls' play rooms in the basement rooms of the following named buildings, in order to keep these rooms comfortably warm and to prevent the freezing of the drinking fountains located therein, in some of the buildings, to wit: The Armour Street, Brighton, Central Park, Douglas, Franklin, Hayes, Holden, Huron Street, West Jackson Street, Lincoln, LaSalle, Marquette, Oak Street, Oakley, Raymond, Sheridan, West Thirteenth Street, Throop, Wallace Street, and Wicker Park School buildings.

In February, 1885, the office of Chief Engineer was established, and Mr. Thomas J. Waters, formerly Engineer of the Dore School building, was elected to the position. The duties assigned to the Chief Engineer are: To visit the several school buildings as often as practicable; to carefully examine the heating apparatus and plumbing of the buildings, and to make suggestions and recommendations in regard to repairs, alterations, and additions thereto, which, in his opinion, may be necessary to secure the best results therefrom; to see that the heating apparatus of the several buildings is, at all times, kept in a proper and effective condition by the Engineer or Janitor in charge of the same; to instruct the Engineers and Janitors as to the best method of firing so as to secure the most effective combustion of fuel and to see that his instructions, in this respect, are fully understood and obeyed by them; and to examine and report on the quality of fuel furnished the public school buildings. Also, to consult and advise with the Architect of the Board in reference to all plans and specifications proposed by him for the heating and ventilation of school buildings, and to oversee and superintend the construction of such apparatus, under the direction of the Architect; and to superintend all repairs, additions, and alterations to the heating apparatus of old buildings, and whenever practicable to make such repairs himself with the assistance of the Engineer or Janitor of the building. The establishment of this additional position has relieved, to a certain extent, the Building and Supply Agent, a relief which has long been needed, owing to the rapid increase in the number of school buildings and the increased area over which they are distributed.

In December, 1884, an Assistant to the Building and Supply Agent was appointed to attend to much of the clerical work of the office, especially in the matter of the receipt and delivery of supplies, under the direction of the Building and Supply Agent.

The elevations and floor plans of the buildings, which are printed in this report, speak for themselves as to the character of the work of the Architect, Mr. J. J. Flanders, in the matter of convenience of arrangement, of the lighting of the school rooms, and the heating and ventilation thereof.

In closing this report, the Committee desires again to testify to the very efficient and indefatigable services of the Building and Supply Agent, Mr. Matthew B. Hicks, under whose supervision most of the above described repairs and improvements have been made. The duties of this position are very arduous and exacting, requiring constant attention at all times, during the entire year, and the Committee has noticed that this continued strain is wearing upon him.

PAUL O. STENSLAND,
FRANK WENTER,
JOHN W. GARVY.
Committee on Buildings and Grounds.

REPORT OF COMMITTEE

—ON—

FINANCE AND SALARIES.

To the Board of Education of the City of Chicago.

GENTLEMEN:—Your Committee on Finance and Salaries respectfully presents their report, in detail, of the expenditures on account of the Board of Education, for the school year ending June 30, 1885, as follows:

SCHOOL TAX FUND.

SALARIES—			
Superintendents and Teachers	$917,182 79		
Less amount charged to School Fund	306,182 79		
		$611,000 00	
Office Employes	$13,249 99		
Less amount charged to School Fund	1,049 99		
		12,200 00	
Engineers and Janitors		74,859 50	
			$698,059 50
SCHOOL SITES—			
Leavitt Street, between Coblentz and Lubeck Streets		$3,150 00	
Wallace Street, near Thirty-first Street		6,000 00	
Thirteenth Place, near Hoyne Avenue		4,375 00	
Nineteenth Street, corner of Railroad Place		8,312 00	
Wilcox Avenue, near Western Avenue		13,510 00	
			35,347 00
NEW BUILDINGS—			
On account of contracts for erection of			519,842 05
INCIDENTAL EXPENSES CONNECTED WITH ERECTION OF NEW BUILDINGS—			
Architects' Services		$8,000 00	
Earth Filling on Lots		3,656 39	
Construction of Fences, Sidewalks, etc		4,614 22	
Surveyors' Fees		258 00	
Watchmen's Services		1,385 03	
Whitewashing Basements		487 50	
Cleaning		198 00	
Moving Frame Building on Wicker Park School Lot		205 00	
Extras on Contracts		1,601 39	
			20,405 53
Amount carried forward			$1,273,654 08

Amount brought forward			$1,273,654 08
FURNISHING NEW BUILDINGS—			
Principals' Desks		$280 00	
Teachers' Tables		686 75	
Pupils' Seats and Desks		25,930 60	
Chairs		271 75	
Clocks		452 30	
Recitation Benches		24 00	
Teachers' Wardrobe		2 90	
Plated Numbers		33 30	
			27,681 60
PERMANENT IMPROVEMENTS—			
Filling and Cindering School Lots as follows:			
Arnold School	$120 96		
Calumet Avenue School	50 00		
Irving School	81 00		
Keith School	77 76		
Scammon School	34 56		
Ward School	5 00		
Webster School	112 60		
Wells School	268 00		
Wentworth Avenue School	128 70		
West Thirteenth Street School	43 20		
		$921 78	
Cement Paving in Basements of—			
Brown School Building	$14 00		
Carpenter School Building	274 00		
Division and Cleaver St. School Building	110 30		
Holden School Building	258 00		
Marquette School Building	419 75		
Moseley School Building (new)	139 75		
Moseley School Building (old)	400 64		
		1,616 44	
Painting exterior of the following buildings:			
Burr School	$360 00		
Clarke School	490 00		
Division and Cleaver St. School	330 00		
Foster School	465 00		
Franklin School	615 00		
Headley School	340 00		
Jones School	304 00		
King School	310 00		
Ward School	340 00		
Washington School	420 00		
Wells School	380 00		
West Fourteenth Street School	320 00		
		4,674 00	
Renewing Shingle and Composition Roofs of—			
Cottage Grove School Building	$138 00		
Foster School Building	302 51		
Kinzie School Building	264 00		
Lincoln Street School Building	138 00		
Moseley School Building	247 40		
Pearson Street School Building	298 00		
Vedder Street School Building	95 00		
Wentworth Avenue School Building	75 40		
		1,558 31	
Amount carried forward		$8,770 53	$1,301,335 68

Amount brought forward		$8,770 53	$1,301,335
Relaying Floors in the following buildings:			
Brown School	$81 71		
Elizabeth Street School	499 45		
		581 16	
Construction of Water Closets in Basement of:			
Carpenter School Building	$1,616 06		
Division and Cleaver St. School Building	124 22		
Holden School Building	1,690 04		
Moseley School Building	901 23		
Raymond School Building	141 18		
Scammon School Building	271 11		
Wicker Park School Building	147 69		
		4,891 53	
Putting in Water Supply at Keith and Webster School Buildings		123 00	
Sewer Construction—Holden School Building		26 95	
Cut Stone—Marquette School Building		165 00	
Changing Stairways—Brown School Building		2,084 23	
Curb Wall—Jefferson School Building		1,059 13	
Area Rails and Wire Window Guards		291 02	
Planting Shade Trees		1,253 75	
Providing proper Ventilation at—			
Elizabeth St. School Building	$2,365 97		
King “ “	139 50		
Kinzie “ “	137 72		
Moseley “ “	235 42		
Newberry “ “	156 44		
Scammon “ “	135 00		
Skinner “ “	157 45		
		3,327 50	
			22,573
COMPLETING NEW OFFICES IN CITY HALL			18,822
FURNISHING NEW OFFICES IN CITY HALL			3,039
GENERAL REPAIRS TO BUILDINGS—			
Masonry and Brick Work		$482 02	
Lathing and Plastering		1,654 66	
Painting		1,247 44	
Calcimining		2,862 50	
Repairing Roofs		504 65	
Repairing Conductor Pipes		671 64	
Re-lining Urinal Troughs		51 30	
Plumbing and Gas Fitting		2,302 03	
Cleaning Sewers and Catch Basins		365 06	
Window Glass and Putty		376 89	
Repairing Locks, Keys, etc		73 10	
Cleaning Buildings		244 00	
Hardware and Nails		957 41	
Lumber		3,464 24	
Sash, Doors and Mouldings		242 90	
Carpenters and Laborers Wages		6,479 67	
Blackboard Slating		2,851 50	
Board and care of Horses		520 36	
Repairs to Wagons, Harness, etc		80 65	
Amounts carried forward		$25,432 02	$1,345,771

Amounts brought forward		$25,432 02	$1,345,771 63
Team Hire		73 50	
Use of County Elevators		32 50	
Removing Night Soil		35 00	
Horse, Buggy and Harness for use of Chief Engineer		225 00	
New Draft Horse		125 00	
			25,923 02
REPAIRS AND ADDITIONS TO HEATING APPARATUS—			
Renewals to Steam Heating Apparatus at—			
North Division High School Building	$817 30		
South Division High School Building	1,522 50		
Brown School Building	3,029 00		
		$5,368 80	
New Furnaces at—			
Division and Cleaver St. School Building	$3,088 97		
Headley School Building	3,041 59		
Lawndale " "	1,204 07		
Pickard " "	3,074 55		
Scammon " "	3,294 97		
Sheldon " "	3,088 97		
Ward " "	3,035 41		
Wentworth Ave. School Building	3,014 81		
		22,843 34	
Ordinary Repairs to Steam Heating Apparatus		5,692 17	
Ordinary Repairs to Furnaces and Stoves		1,767 74	
Covering Steam Supply Pipes		2,372 49	
Steam Flue Cleaners		34 74	
Smoke Burners at S. D. High School		300 00	
Repairs to Smoke Burners		25 00	
Boiler Inspectors' Fees		50 00	
Changes in Ventilating Shaft at Brown School Building		100 00	
Repairs to Ventilating Shaft at Dore School Building		39 75	
Boxing Indirect Coils at Jones School Building		90 00	
Heating Apparatus for New Buildings		36,019 00	
			74,703 03
APPARATUS AND FURNITURE—			
Principals' Desks		$80 00	
Teachers' Tables		101 75	
Pupils' Seats and Desks		7,247 35	
Chairs		78 51	
Clocks		70 80	
Recitation Benches		112 80	
Book Cases, Object Lesson Tables and Drawing Tables		1,683 79	
Repairs to Old Furniture		101 23	
Repairing and Cleaning Clocks		167 95	
Chart Easels		51 84	
Repairing Chemical and Philosophical Apparatus		3 50	
New Philosophical Apparatus, Maps, Charts, Globes, etc.		4,151 87	
Window Shades		102 36	
Plated Numerals		3 33	
Picture Frames		3 00	
Office Door Plates		18 00	
			13,978 08
Amount carried forward			$1,460,375 76

Amount brought forward		$1,460,375
Rental of Property Occupied for School Purposes—		
Offices of Board of Education	$866 64	
School Fund Lots	4,025 18	
Rooms and Buildings for use of Schools	4,613 62	
		9,505
Taxes and Special Assessments—		
Curbing, Grading and Paving Leavitt St., Irving School Lot.	$88 76	
" " " " Throop St., Throop " "	781 38	
" " " " Evergreen Av., Wicker Park School Lot	869 82	
Curbing, Grading and Paving N. Franklin St., Huron St. School Lot	678 24	
Curbing, Grading and Paving Illinois St., Thomas Hoyne School Lot	687 03	
Curbing, Grading and Paving N. State St., Sheldon School Lot	624 19	
Curbing, Grading and Paving Ashland Av., Burr School Lot	1,892 32	
" " " " W. Erie St., Washington "	15 00	
" " " " Division St., Franklin "	544 23	
" " " " Thirty-first St., Holden "	2,756 54	
" " " " Union St., Foster "	826 15	
" " " " Union St., W. Fourteenth St. School Lot	30 00	
Curbing, Grading and Paving Augusta St., Wells School Lot	50 00	
" " " " Austin Av., Sangamon St. "	20 00	
Curbing, Filling and Paving W. Huron St., Carpenter "	1,230 63	
" " " Macadamizing W. Harrison St., King School Lot	1,193 44	
Macadamizing Ashland Av., Clarke School Lot	1,706 34	
Grading and Paving W. Fourteenth St., W. Fourteenth St. School Lot	830 00	
Grading and Paving Willow St., Newberry School Lot	650 00	
" " " Aberdeen St., Skinner " "	642 60	
" " " W. Fourteenth St., Garfield "	9 00	
" " " Walnut St., Hayes "	294 20	
" " " " " Emerson "	519 36	
" " " Desplaines St., School Fund Lot	95 18	
Curbing Dearborn St., Keith School Lot	190 62	
Curbing and Filling Willow St., Newberry School Lot	89 14	
Paving Throop St., Longfellow School Lot	789 12	
Opening Walnut St., Central Park School Lot	31 20	
Plank Sidewalk, Fulton St., Hayes " "	8 40	
" " Fairfield Av., (School Fund Lot,)	58 58	
Lamp Posts, W. Ohio St., Armour St. School Lot	26 70	
" " Page St., Brown " "	15 13	
" " Fulton St., Hayes " "	4 81	
" " Leavitt St., Hayes, " "	21 42	
" " Franklin St., Huron St. " "	6 17	
" " Western Av., King " "	39 20	
" " Augusta St., Wells " "	2 65	
" " Evergreen Av., Wicker Park "	35 54	
" " Johnson St., Walsh School "	37 72	
" " Johnson St., Garfield " "	14 83	
" " Throop St., Throop " "	39 06	
" " Throop St., Longfellow " "	23 70	
Court Costs, Oak St. School Lot	1 50	
		18,464
Amount carried forward		$1,488,346 1

Amount brought forward		$1,488,346 10
FUEL—		
Coal	$44,528 41	
Wood	414 50	
		44,942 91
MADISON DRAWING EXHIBIT—		
Drawing Paper, etc		58 39
SCHOOL SUPPLIES—		
Chalk Crayons	$330 00	
Slate Pencils	295 61	
Ink	415 15	
Cap Paper	36 84	
Blank Books and Stationery	339 94	
Postage	338 50	
Re-binding Reference Books	202 34	
Wrapping Paper and Twine	97 92	
Pointers	51 84	
Map Pulleys and Cord	7 20	
Black Board Erasers	570 80	
Telegrams	24 44	
Express Charges and Car Fare	76 75	
Rent of Telephone	125 00	
Repairing and Tuning Pianos	63 75	
High School Diplomas	46 34	
Chemicals for use in High Schools	7 12	
City Directories	10 00	
Holland Cloth for Word Charts	2 40	
Slate Markers	14 40	
Modelling Clay	3 75	
		3,060 09
SCHOOL HOUSE SUPPLIES—		
Floor Brooms and Handles	$908 88	
Corn Brooms	69 00	
Dusting Brushes	99 00	
Scrub Brushes	22 75	
Carpet Sweepers	12 00	
Paint and Whitewash Brushes	47 74	
Water Pails	22 80	
Soap	70 44	
Mop Sticks	26 75	
Dust Pans	5 00	
Coal Hods	23 50	
Coal Scoops	30 88	
Common Shovels	27 03	
Snow Shovels	32 00	
Wheelbarrows	44 00	
Rubber Hose	168 50	
Rubber Packing and Gaskets	24 33	
Drinking Cups	11 64	
Ice for Office	15 12	
Gas for Office	141 50	
Window Shades	182 21	
Sash Cord	73 64	
Oil Cans	13 40	
Machine and Kerosene Oil	127 91	
Amounts carried forward	$2,200 02	$1,536,407 49

Amounts brought forward	$2,200 02	$1,536,407 49
Asbestos Wick	3 36	
Ink Vents	7 50	
Boiler Compound	46 65	
Flue Scrapers	5 85	
Ash Hoe	4 00	
Door Mats	383 33	
Wrenches	16 50	
Buck Saws	13 00	
Axes	12 00	
Screw Drivers	1 60	
Letter Boxes	27 95	
Call Bells and Gongs	63 62	
Sponges	49 40	
Thermometers	36 50	
Lanterns	45 80	
Running Elevators	17 50	
Truck for Supply Room	13 00	
Window Platforms	186 00	
Holland Cloth	29 33	
Key Rings	10 08	
Matches and Sundries	29 78	
		3,202 77
PRINTING AND ADVERTISING—		
Publishing Thirtieth Annual Report	$900 99	
Publishing Proceedings of Board	780 99	
Miscellaneous Printing	1,860 01	
Advertising	1,205 93	
		4,747 92
EVENING SCHOOLS—		
Teachers' Salaries	$22,734 00	
Engineers' and Janitors' Salaries	2,368 50	
Gas and Oil	926 49	
Lamps and Lamp Chimneys	99 50	
Gas Pipe and Fittings	121 83	
Fuel	2,264 50	
		28,514 82
Total Amount on account of School Tax Fund		$1,572,873 00

SCHOOL FUND.

Your Committee has audited the receipts and expenditures on account of the School Fund, for the year ending June 30, 1885, which are as follows:

SCHOOL FUND PRINCIPAL.

RECEIPTS.

Cash on hand for Investment June 30, 1884		$3,457 97	
One per cent. interest on $68,000 City Chicago 7 per cent. Bonds, in liquidation of premium paid thereon	$680 00		
Scanlan and Hand Mortgage Notes, Nos. 20, 23, 24 and 28	4,000 00		
		4,680 00	
			$8,137 97

EXPENDITURES.

Amount invested in purchase of 8 City Chicago 4 per cent. Bonds, face value $4,800	$4,918 00	
Amount invested in purchase of 10 City Chicago 4½ per cent. Bonds, face value $2,700	2,846 74	
Cash on hand for Investment June 30, 1885	373 23	
		8,187 97

SCHOOL FUND INCOME.

RECEIPTS.

Cash on hand June 30, 1884			$2,581 95	
RENTALS—				
Of School Fund Property		$155,997 58		
STATE SCHOOL TAX—				
Balance for 1883	$21,224 26			
On account of 1884	118,000 00			
		139,224 26		
SCHOOL TAX FUND—				
Amount transferred to pay Teachers.		611,000 00		
INTEREST ON INVESTMENTS IN—				
City Chicago Bonds	$14,691 25			
Cook County Bonds	770 00			
Mortgage Loans	1,140 34			
		16,601 59		
MISCELLANEOUS—				
Sale of Grass on 80 Acres in Town of Lake	$ 40 00			
Special Assessment refunded	2,541 79			
Sale of Frame Building on Block 87.	153 00			
		2,734 79		
			925,558 22	
				928,140 17

EXPENDITURES.

SALARIES—				
Superintendents and Teachers	$917,182 79			
School Agent	1,049 99			
		$918,232 78		
SCHOOL CENSUS—				
Enumerators and Superintendent		1,662 50		
APPRAISAL OF SCHOOL FUND PROPERTY—				
Services of Appraisers	$1,500 00			
" Attorney	500 00			
" Real Estate Agent	100 00			
" Stenographer	120 00			
Cost of Advertising, Printing, etc.	60 76			
		2,280 76		
MISCELLANEOUS—				
Dower of Margaret O'Donoghue in Barker Lot	$75 00			
Rent of Box in National Safe Deposit Vault	30 00			
Interest on Bonds purchased	61 00			
Special Assessment refunded on Block 87	324 79			
Abstract of Taxes and Assessments.	15 00			
Court Costs	10 85			
Printing Notices of Rent Due	4 25			
		520 89		
			$922,696 93	
Cash on hand June 30, 1885			5,443 24	
				$928,140 17

INVESTMENT OF PRINCIPAL OF SCHOOL FUND.

Your Committee also reports that, in accordance with their duties as prescribed in Section 7, Part II, of the Rules and Regulations of the Board, adopted August 14, 1884, they have examined, audited and found correct the securities in the hands of the School Agent, representing the investment of Principal on account of the School Fund as follows:

Amount of School Fund Principal June 30, 1885....				$275,474 94
INVESTED AS FOLLOWS:				
Bonds—				
52 City Chicago 4 per cent. Bonds..	$21,400 00			
32 " " 4½ " " ..	10,950 00			
201 " " 7 " " ..	201,000 00			
		$233,350 00		
11 Cook County 7 " " ..		11,000 00		
			$244,350 00	
Loans—				
On Mortgage Security..................		$14,700 00		
On Bills Receivable....		50 00		
			14,750 00	
Real Estate taken on foreclosure of Mortgage, "Barker Lot," being the S. 10 feet of Sub Lot 3, and the N. 10 feet of Sub Lot 4, of Lots 7 and 10 in Block 2, Frac. Sec. 15..........................		$3,000 00		
"Busby Lot," being the N. ½ of Lot 14, Block 60 of Russell, Mather & Roberts' Addition to Chicago.		850 00		
			3,850 00	
Premium on Bonds..................			10,016 39	
Securities in Suspense—				
Mortgage Loans......................		$421 00		
Bills Receivable.......		1,714 32		
			2,135 32	
Cash on hand for Investment June 30, 1885.......			373 23	
				275,474 94

SPECIAL FUNDS.

Your Committee has also audited the receipts and expenditures on account of the various Special Funds held in trust by the School Agent, for the year ending June 30, 1885, as follows:

RECEIPTS.

Cash on hand June 30, 1884		$1,482 32	
INTEREST ON PRINCIPAL INVESTED ON ACCOUNT OF—			
Carpenter Fund	$70 00		
Foster Medal Fund	70 00		
Jones Fund	70 00		
Michael Reese Fund	80 00		
Moseley Book Fund	770 00		
Newberry Fund	40 00		
W. K. Sullivan Fund	12 00		
		1,112 00	
Hesing German Fund		50 00	
Moseley Book Fund—Sale of Old Text Books		20 60	
State Fair Prize Fund—Prizes for Exhibit of Drawing		20 00	
			$2,684 92

EXPENDITURES.

Carpenter Fund	$57 75		
Hesing German Fund	42 91		
Jones Fund	57 07		
Michael Reese Fund	64 80		
Moseley Book Fund	703 47		
Newberry Fund	6 00		
W. K. Sullivan Fund	5 34		
		$937 34	
Cash in hands of School Agent June 30, 1885		1,747 58	
			$2,684 92

JONATHAN BURR FUND.

Your Committee submits the following statement of the receipts and expenditures on account of the Jonathan Burr Fund, held in trust by the City Comptroller, for the use of Schools, for the year ending June 30, 1885.

INCOME ACCOUNT.

RECEIPTS.

Cash on hand in City Treasury June 30, 1884		$561 88	
INTEREST ON PRINCIPAL INVESTED IN—			
City Chicago 7 per cent. Bonds	$490 00		
City Chicago 6 " "	120 00		
Cook County 5 " "	550 00		
		1,160 00	
			$1,721 88

EXPENDITURES.

Text Books for use of Indigent Scholars	$682 84		
On account of Piano for W. D. High School	100 00		
		$782 84	
Cash on hand in City Treasury June 30, 1885		939 04	
			$1,721 88

INVESTMENT OF SPECIAL FUNDS.

Your Committee also reports that they have examined, audited and found correct the securities in the hands of the School Agent, representing the Principal of the Special Funds, invested as follows:

Carpenter Fund, City Chicago 7 per cent. Bonds	$1,000 00	
Foster Medal Fund, City Chicago 7 per cent. Bonds	1,000 00	
Jones Fund, City Chicago 7 per cent. Bonds	1,000 00	
Michael Reese Fund, City Chicago 4 per cent. Bonds	2,000 00	
Moseley Book Fund, City Chicago 7 per cent. Bonds (par value $11,000)	10,400 00	
Newberry Fund, City Chicago 4 per cent. Bonds	1,000 00	
W. K. Sullivan Fund, City Chicago 4 per cent. Bonds	300 00	
		$16,700 00

Your Committee also submits a statement of the amount now invested on account of the Principal of the Jonathan Burr Fund, the revenue from which is applicable to the purchase of books of reference, apparatus, works of art, text books, etc., for the use of schools.

Amount of Principal of Jonathan Burr Fund, for use of schools	$19,671 09	
Amount transferred from Income Account	328 91	
		$20,000 00

INVESTED AS FOLLOWS:

Seven City Chicago 7 per cent. Bonds	$7,000 00		
Two City Chicago 6 per cent. Bonds	2,000 00		
		$9,000 00	
Seventeen Cook County 5 per cent. Bonds		11,000 00	
			$20,000 00

JOHN M. CLARK,
ADOLF KRAUS,
THOMAS BRENAN,
Committee on Finance and Salaries.

REPORT OF COMMITTEE
ON
EVENING SCHOOLS.

To the Board of Education of the City of Chicago.

GENTLEMEN:—The sessions of the Evening Schools for the year 1884–85 were commenced on the first Monday in October, in the following school buildings, to wit: the Kinzie, Franklin and Newberry School buildings in the North Division of the city; in the Jones, Ward and Brighton School buildings in the South Division of the city, also at the News Boys' Home; and in the Scammon, Polk Street, Foster, Throop, Pickard, Hayes, Wells, and Sangamon Street School buildings in the West Division of the city. On the first Monday in November, evening schools were opened in the Raymond and Wallace Street School buildings in the South Division; and on the last Monday in October, an evening school was opened in the Burr School Building, in the West Division of the city. An Evening High School was opened in the Scammon School building on the first Monday in October.

The total number of Evening Schools in session was nineteen—three in the North Division, five in the South Division, and nine in the West Division, beside the Evening High School and the Evening School for News Boys at the News Boys' Home. They remained in session till March 13, 1885, with the exception of the Raymond, which closed February 27; the Wallace Street, which closed February 20; the Ward, which closed March 6; the Brighton, which closed February 6; the Scammon, which closed March 6, and the Pickard, which closed January 16. The Evening School at the News Boys' Home continued its sessions till May 1.

The cost of maintaining the Evening Schools during the session of 1884–85 is shown in the following tabulated statement:

SCHOOLS.	EXPENDITURES.					COST PER PUPIL.	
	For Teachers.	For Janitors.	For Light.	For Fuel.	Total Expenditures	On Total Enrollment.	On Average Attendance.
Evening High	$ 1,593 00	$ 77 25	$ 61 57	$ 50 25	**$ 1,782 07**	**$3 44**	**$ 14 06**
Kinzie	1,264 00	153 00	53 30	100 50	**1,570 80**	**4 73**	**18 30**
Franklin	2,275 00	154 50	77 80	167 50	**2,674 80**	**5 37**	**11 80**
Newberry	1,451 00	153 00	78 30	217 75	**1,900 05**	**5 00**	**17 17**
Jones	1,017 00	154 50	49 90	167 50	**1,388 90**	**4 08**	**18 27**
Raymond	847 00	106 50	24 66	117 25	**1,095 41**	**3 02**	**12 43**
Wallace Street	460 00	91 50	14 14	134 00	**699 64**	**3 53**	**11 75**
Ward	988 00	141 00	28 89	100 50	**1,258 39**	**3 09**	**15 79**
Brighton	433 00	114 00	10 16	134 00	**691 16**	**7 43**	**23 28**
Newsboys' Home	363 00	0 00	0 00	0 00	**363 00**	**4 97**	**12 82**
Scammon	1,009 00	77 25	61 58	50 25	**1,198 08**	**3 92**	**16 80**
Polk Street	1,351 00	154 50	40 49	117 25	**1,663 24**	**3 90**	**16 21**
Foster	2,057 00	154 50	116 55	187 50	**2,515 55**	**3 65**	**12 38**
Throop	2,217 00	154 50	73 80	150 75	**2,596 05**	**3 44**	**11 39**
Pickard	650 00	92 00	18 58	83 75	**845 33**	**3 49**	**10 81**
Hayes	1,211 00	154 50	23 22	150 75	**1,539 47**	**5 44**	**26 18**
Wells	1,567 00	154 50	91 35	150 75	**1,963 60**	**2 82**	**12 12**
Burr	748 00	132 00	19 40	83 75	**983 15**	**4 86**	**17 09**
Sangamon Street	1,233 00	148 50	82 80	100 50	**1,564 80**	**3 99**	**13 50**
Total	$22,734 00	$ 2,368 50	$ 926 49	$ 2,264 50	**$ 28,293 49**	**$3 93**	**$ 14 20**

In addition to the above expenditures for evening schools, there was paid out for lamps, lamp chimneys, etc., the sum of $99.50, and for gas pipe, gas fixtures, etc., the sum of $121.83; making the total expenditures for evening schools $28,514.82,

STATEMENT SHOWING STATISTICS OF ATTENDANCE, ETC., AT EACH OF THE EVENING SCHOOLS.

SCHOOLS.	Number of Evenings in Session.	School Opened.	School Closed.	TEACHERS.		PUPILS.											
				Total Number Employed.	Total Number of Evenings Instruction.	TOTAL ENROLLMENT.			TOTAL NUMBER OF EVENINGS ATTENDANCE.			Average Number Evenings Attendance for each Pupil Enrolled.			Average Attendance per Evening for the Entire Session.		
						Male.	Female.	**Total.**	Male.	Female.	**Total.**	Male.	Female.	**Total.**	Male.	Female.	**Total.**
Evening High	103	Oct. 7, '84.	Mch. 13, '85.	5	497	323	194	**517**	7,957	5,102	**13,059**	24.6	26.2	**25.2**	77.2	49.5	**126.7**
Kinzie	102	Oct. 7, '84.	Mch. 13, '85.	8	581	263	69	**332**	6,296	2,465	**8,761**	23.9	35.7	**26.3**	61.7	24.1	**85.8**
Franklin	103	Oct. 7, '84.	Mch. 13, '85.	12	1,086	386	112	**498**	18,924	4,415	**23,339**	49.0	39.4	**46.8**	183.7	42.8	**226.5**
Newberry	103	Oct. 7, '84.	Mch. 13, '85.	8	674	324	56	**380**	9,824	1,574	**11,398**	30.3	28.1	**29.9**	95.3	15.3	**110 6**
Jones	103	Oct. 7, '84.	Mch. 13, '85.	5	457	236	104	**340**	5,334	2,497	**7,831**	22.6	24.0	**23.0**	51.8	24.2	**76.0**
Raymond	73	Nov. 3, '84.	Feb. 27, '85.	7	387	282	80	**362**	4,625	1,813	**6,438**	16.4	22.6	**17.7**	63.3	24.8	**88.1**
Wallace Street	62	Nov. 3, '84.	Feb. 20, '85.	5	199	175	23	**198**	3,245	448	**3,693**	18.5	19 5	**18.6**	52.3	7 2	**59.5**
Ward	94	Oct. 7, '84.	Mch. 6, '85.	6	447	351	56	**407**	6,338	1,159	**7,497**	18.0	20.7	**18.6**	67.4	12.3	**79.7**
Brighton	78	Oct. 7, '84.	Feb. 6, '85.	4	179	73	20	**93**	2,252	401	**2,653**	30.8	20.0	**28.5**	28.8	5.2	**34.0**
News Boys' Home	121	Oct. 7, '84.	May 1, '85.	1	121	73	0	**73**	3,433	0	**3,433**	47.0	0.0	**47.0**	28.3	0.0	**28.3**
Scammon	98	Oct. 7, '84.	Mch. 6, '85.	6	456	238	67	**305**	5,578	1,410	**6,988**	23.4	15.1	**22.9**	56.9	14.4	**71.3**
Polk Street	103	Oct. 7, '84.	Mch. 13, '85.	7	625	338	88	**426**	7,803	2,769	**10,572**	23.0	31.4	**24.8**	75.7	26.9	**102 6**
Foster	103	Oct. 7, '84.	Mch. 13, '85.	11	977	512	177	**689**	15,853	5,067	**20,920**	30.9	28.6	**30.3**	153.9	49.2	**203.1**
Throop	103	Oct. 7, '84.	Mch. 13, '85.	12	1,057	607	147	**754**	19,286	4,178	**23,464**	31.7	28.4	**31.1**	187.2	40.6	**227.8**
Pickard	62	Oct. 7, '84.	Jan. 16, '85.	7	274	207	35	**242**	4,107	743	**4,850**	19.8	21.2	**20.0**	66.3	11.9	**78.2**
Hayes	103	Oct. 7 '84.	Mch. 13, '85.	7	554	241	42	**283**	4,644	1,418	**6,062**	19.2	33.8	**21.4**	45.1	13.7	**58.8**
Wells	103	Oct. 7, '84.	Mch. 13, '85.	8	727	587	110	**697**	14,050	2,641	**16,691**	23.9	24.0	**23.9**	136.4	25.6	**162.0**
Burr	88	Oct. 27, '84.	Mch. 13, '85.	5	330	161	41	**202**	4,106	960	**5,066**	25.5	23.4	**25.0**	46.6	10.9	**57.5**
Sangamon Street	99	Oct. 7, '84.	Mch. 13, '85.	7	567	314	78	**392**	9,335	2,143	**11,478**	29.7	27 4	**29.2**	94.2	21.7	**115.9**
Total	1,804	....	....	131	10,195	5,691	1,499	**7,190**	152,990	41,203	**194,193**	23.4	27.5	**27.0**	1,572.1	420.3	**1,992.4**

AVERAGE ATTENDANCE BY SEXES FOR FIRST WEEK IN EACH MONTH.

SCHOOLS.	FIRST WEEK IN OCTOBER.			FIRST WEEK IN NOVEMBER.			FIRST WEEK IN DECEMBER.			FIRST WEEK IN JANUARY.			FIRST WEEK IN FEBRUARY.			FIRST WEEK IN MARCH.			AT CLOSE OF SCHOOL.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Evening High	109.0	67.4	176.4	77.0	49.8	126.8	85.0	51.2	136.2	86.2	55.8	142.0	67.7	53.2	120.8	42.6	40.0	82.6	46.4	40.6	87.0
Kinzie	88.2	24.0	112.2	65.2	25.2	90.4	73.2	35.0	108.2	62.6	26.0	88.6	60.2	25.0	85.2	31.6	15.6	47.2	28.4	17.6	46 0
Franklin	235.4	54.4	289.8	232.8	65.6	298.4	217.6	51.2	268.8	183.2	32.8	216.0	150.0	29.4	179.4	63.2	15.4	78.6	57.4	11.4	68.8
Newberry	102.6	15.8	118.4	114.2	23.4	137.6	128.0	20.8	148.8	111.2	14.6	125.8	74.6	9.8	84.4	27.8	4.2	32.0	20.8	5.0	25.8
Jones	42.8	25.8	68.6	52.4	29.8	82.2	64.2	27.0	91.2	55.0	21.8	76.8	46.8	16.2	63 0	39.8	13.8	53 6	46.6	14.4	61.0
Raymond	....	......	....	60.0	8 8	68.8	103.2	33.4	136.6	75.6	27.8	103.4	44.0	22.6	66.6	......	......	......	33.2	18.8	52.0
Wallace Street	....	......	....	80.8	12.0	92.8	62.0	9.2	71.2	41.4	5.4	46.8	32.6	3.4	36.0	......	......	......	19.0	2.0	21.0
Ward	92.0	13.2	105.2	86 6	16.2	102.8	72.4	13.2	85.6	58.8	8.8	67.6	48.0	9.4	57.4	18.0	1.0	19.0	18 0	1.0	19.0
Brighton	48.6	4.0	52 6	14.4	3.2	17.6	38.4	7.4	45.8	31.2	6.8	38.0	26.7	6.0	32.7	......	......	......	26.7	6.0	32.7
Newsboys' Home	19.7	......	19.7	25.5	......	25.5	30.7	0.0	30.7	30.4	0.0	30.4	29.6	0.0	29 6	28 8	0.0	28.8	23.5	0.0	23.5
Scammon	70.6	25.2	95.8	63.8	17.0	80.8	74.6	17.4	92.0	52.0	9.6	61.6	41.6	9.8	51.4	21.4	2 2	23.6	21.4	2.2	23.6
Polk Street	113.2	22.4	135.6	76.4	32.8	109.2	92.0	37.6	129.6	84.4	29.4	113.8	61.0	23.6	84.6	38.6	16.4	55.0	36.6	11.8	48.4
Foster	201.0	73.0	274.0	191.0	65.0	256.0	206.8	58.0	264.8	154.8	48.2	203.0	115.4	37.2	152 6	53.6	28.6	82.2	52 2	29.6	81.8
Throop	290 0	81 6	371.6	230.2	56.8	287.0	213.4	48.8	262.2	180.4	38.8	219.2	147.2	24.6	171.8	78.0	9.4	87 4	64.0	7.2	71.2
Pickard	103.0	22.0	125.0	75.0	15.0	90.0	56.8	8.4	65 2	32.4	6.0	38.4	....	......	....	......	......	......	22.0	4 0	26 0
Hayes	54.4	10.6	65.0	45.4	13 6	59.0	50.4	17.6	68.0	44.0	15.6	59.6	46.0	13.8	59.8	38.0	8.2	46.2	33.8	9.0	42.8
Wells	122.0	34.0	156.0	180.2	33.8	214.0	192.8	29.8	222.6	134.2	23.6	157.8	106.2	16.8	123.0	56.2	10.8	67.0	45.4	11.2	56.6
Burr	....	......	....	73.6	23.6	97.2	68.4	24.2	92.4	55.2	10.6	65.8	31.8	4.8	36.6	17.6	1.4	19.0	19.0	1.6	20.6
Sangamon Street	148.4	28.6	177.0	128.6	27.0	155.6	116.2	29.6	145.8	80.6	17.6	98.2	44.6	15.4	60.0	22.8	7.8	30.6	23.0	8.0	31.0
Total	1,840.9	502.0	2,342.9	1,873.1	518.6	2,391.7	1,945.9	519.8	2,465.7	1,553.6	399.2	1,952.8	1,173.9	321.0	1,494.9	578.0	174.8	752.8	....	....	....

In the Evening High School the studies of Book Keeping, Phonography and Mechanical Drawing were taught. Two classes were formed in each of the studies of Book Keeping and Phonography, one for advanced pupils and the other for beginners, and the pupils attending these two classes were taught on alternate evenings.

The following table shows the average weekly attendance by sexes, during the entire session, in the several classes of the Evening High School:

For Week Ending	Book Keeping.				Phonography.				Mechanical Drawing.		Total.		
	Advanced Class.		Beginners.		Advanced Class.		Beginners.						
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Total.
October 10, 1884.	18.5	0.0	37.4	22.8	24.5	14.5	72.3	64.7	11.0	0.0	163.7	102.0	265.7
October 17, 1884.	20.0	2.0	37.4	19.2	17.5	16.0	44.4	53.2	15.6	0.0	134.9	90.4	225.3
October 24, 1884.	37.0	11.0	31.7	16.3	19.0	6.0	50.2	38.0	15.3	0.0	153.2	71.3	224.5
October 31, 1884.	31.5	11.0	26.0	11.7	15.5	11.0	48.8	36.6	15.6	0.0	137.4	70.3	207.7
November 7, 1884.	19.0	7.0	20.0	11.7	13.0	4.0	40.2	38.4	12.0	0.0	104.2	61.1	165.3
November 14, 1884.	26.5	9.0	20.0	11.7	19.0	8.5	48.0	40.6	18.4	0.0	131.9	69.8	201.7
November 21, 1884.	29.5	11.0	24.0	14.7	18.0	7.0	50.2	43.8	17.8	0.0	139.5	76.5	216.0
November 28, 1884.	35.0	10.0	19.5	9.5	13.0	12.0	49.7	36.0	17.3	0.0	134.5	67.5	202.0
December 5, 1884.	26.0	13.0	19.0	8.7	17.0	11.5	42.4	36.2	14.0	0.0	118.4	69.4	187.8
December 12, 1884.	20.5	7.0	20.0	7.0	16.5	11.0	39.0	32.4	12.5	0.0	108.5	57.4	165.9
December 19, 1884.	10.5	7.0	16.7	6.3	17.5	13.0	32.0	24.0	12.0	0.0	88.7	50.3	139.0
January 9, 1885.	21.5	9.0	23.3	12.0	41.0	36.5	55.7	50.7	13.8	0.0	155.3	108.2	263.5
January 16, 1885.	17.0	8.5	20.0	6.7	50.0	34.0	39.3	42.7	12.6	0.0	138.9	91.9	230.8
January 23, 1885.	14.0	7.0	16.3	8.7	45.0	32.5	42.0	35.0	13.0	0.0	130.3	83.2	213.5
January 30, 1885.	14.0	7.0	17.7	11.0	36.5	28.0	37.0	38.3	10.6	0.0	115.8	84.3	201.1
February 6, 1885.	15.5	12.5	18.0	11.7	40.0	38.5	38.3	43.0	11.6	0.0	123.4	105.7	229.1
February 13, 1885.	8.5	2.5	7.3	5.7	24.5	20.0	27.7	23.7	7.4	0.0	75.4	51.9	127.3
February 20, 1885.	9.0	6.5	10.0	7.7	36.0	36.0	34.0	32.3	11.6	0.0	100.6	82.5	183.1
February 27, 1885.	9.0	10.0	10.3	10.6	41.5	39.5	34.7	43.7	11.4	0.0	106.9	103.8	210.7
March 6, 1885.	8.0	8.0	9.7	9.0	30.0	33.5	18.0	30.0	10.8	0.0	76.5	80.5	157.0
March 13, 1885.	8.0	5.5	14.3	6.0	27.0	28.5	22.7	39.0	10.2	0.0	82.2	79.0	161.2
Av. Weekly Attendance.	19.0	7.8	19.6	10.9	27.0	21.1	41.3	39.2	13.1	0.0	120.0	79.0	199.0

The discrepancy in the average attendance at the Evening High School as shown by the above table, compared with the average attendance reported in the table on page 125, arises from the fact that in the table on page 125 the average attendance is made up from the actual attendance each evening for the week, while the average attendance in the above table is made up on the basis of the pupils actually due on certain evenings during the week, the number attending the class for beginners in Phonography being largely in excess of those attending the class for advanced pupils.

D. CORKERY,
P. CONLAN,
F. WENTER,
C. L. NIEHOFF,
P. O. STENSLAND.
Committee on Evening Schools.

REPORT OF THE COMMITTEE

ON

SCHOOL FUND PROPERTY.

To the Board of Education of the City of Chicago.

GENTLEMEN:—It was deemed advisable by your Committee on School Fund Property to place, in a permanent form, a report of its work, in the annual report of the Board, for the reason that, during its year of service, the first re-appraisal was had under the new leases. The leases of the lands described in the schedule hereto attached, contained a provision that in 1885, and every five years thereafter, the Board should appoint three persons to act as Appraisers, to appraise the cash value of the lands, not taking into consideration the improvements thereon; and that, upon the values thus found, six per cent. interest should be calculated, as the annual rent for the ensuing five years. As the greater portion of the property belonging to the School Fund was included in the contemplated appraisal, your Committee gave the matter very careful consideration, and recommended to the Board for appointment as Appraisers, Messrs. John G. Shortall, John H. Dunham and Emanuel Frankenthal. The Board approved the action of the Committee, and the gentlemen were duly sworn in to perform their duties.

During the better part of the three months, the Appraisers met, and listened to the evidence brought before them by the tenants, and at the completion of their labors filed their report with the Clerk of the Board, a summary of which will be found in the schedule attached hereto. Your Committee are of the opinion that the labors of the Appraisers entitle them to the best thanks of the community. Their work was an arduous one, and one which subjected them to a great deal of unpleasant criticism. It is a notorious fact, that the tenants of School Fund property in this City, have had for years the rental under their leases fixed upon a basis very much less than the actual cash value of the land. The Committee on School Fund Property five years ago had presented to them a very difficult question. The leases which expired at that time, contained a provision that it should be optional with the city, either to purchase the permanent improvements placed upon the lands by the tenants, or sell the land. But, in the language of that Committee in its report, "The City had no funds with which to purchase, neither had it authority to do so, and it was considered a most unwise proceeding to dispose of the land." And such being the situation, the valuation at that time was no doubt a good deal in the nature of a compromise.

A summary of the work of the Appraisers of 1885, arranged by blocks, compared with the appraisal of 1880, is as follows:

SUBDIVISION.	Block.	For Term of Five Years, From May 8, 1880, to May 8, 1885.		For Term of Five Years, From May 8, 1885, to May 8, 1890.		Increase in Annual Rental.
		Valuation.	Annual Rental.	Valuation.	Annual Rental.	
School Sec. Add...	1	$ 232,658 00	$ 13,682 64	$ 361,084 50	$ 21,665 07	$ 7,972 43
School Sec. Add...	52	18,000 00	1,080 00	30,000 00	1,800 00	720 00
School Sec. Add...	87	34,755 00	2,085 30	86,986 80	5,200 00	3,114 70
School Sec. Add...	83	51,580 00	3,094 80	133,300 00	7,998 00	4,903 20
School Sec. Add...	113	62,702 80	3,736 73	92,419 50	5,545 17	1,808 44
School Sec. Add...	142	1,372,880 00	82,372 80	2,735,356 00	163,521 36	81,148 56
Original Town......	50	51,600 00	3,096 00	66,600 00	3,996 00	900 00
Original Town	55	82,000 00	4,920 00	140,000 00	8,400 00	3,480 00
Original Town	58	136,000 00	8,160 00	240,000 00	14,400 00	6,240 00
Fract'l Sec. 15 Add.	2	25,000 00	1,500 00	50,000 00	3,000 00	1,500 00
FranklinSchool Lot	....	32,000 00	1,920 00	50,000 00	3,000 00	1,800 00
Totals..........		$2,099,175 00	$ 125,648 27	$3,975,746 80	$ 238,525 60	$ 112,877 33

Attached to this report will be found a detailed statement, showing the names of the lessees, a description of the property, the appraisals of 1880 and of 1885, and the increase in annual rental by the last appraisal. See pages 136 and 137.

The annual rental under the old valuation was $125,648.27. The annual rental under the new valuation is $238,525.60, and the increased revenue of the School Fund for the five year term for which said appraisal was made, will be $564,386.65. Shortly after the report of the Appraisers was filed with the Clerk, the following named lessees filed bills in chancery in the Superior Court of the County, to set aside the appraisement:

Albert B. Harris.
Mary E. Walsh.
Joseph E. Otis.
George L. Otis.
Harriet G. McVicker.
The Tribune Co.
Samuel Gregsten.
Francis B. Peabody.
Beverly R. & Jerome B. Chambers.
Caroline F. Wilson.
Daniel F. Crilly & Charles H. Blair.
James J. Gore.
James H. VanVlissingen, *Trustee of Estate of Catherine Boomer.*
Wilhelmina Schwarz, *Sole Heir and Sole Devisee of John J. Schwarz, deceased.*
Thomas Mackin.
Henry Weil.
Rosalie Cavanna.
Frederick Haskell.
Thomas G. Otis.
George B. Jenkinson.
Lucius B. Otis.
Barling, Davis & Mandell, *Trustees of Estate of E. M. Robinson, deceased.*

The following named lessees are paying their rent under the new valuation in full, under protest:

James Clowry.
John Coughlan.
Patrick Cash.
James O'Malley, Jr.
Harry Brown,
L. M. & A. Hubbard.
John M. Smyth.
Crilly & Blair, *Block 1, S. S. Add.*
J. M. Uebele, *Executrix.*

The following named persons accepted the report of the Appraisers, although their valuations were raised as high *pro rata* as the others who complained:

Thomas Mackin, *Block 113, S.S. Add.*
Benjamin F. Gump.
James Goggin.
Emma Weigle.
John Delaney.

Your Committee further report that the basis of the charges made in the bills filed by the contesting tenants was, fraud in the action of the members of the Board, its Attorneys and Employes, in improperly interfering with the action of the Appraisers; as a corollary, they charge, that, by reason of such interferance, the appraisal was made too high. Your Committee wish here to go on record as saying that they in no manner, directly or indirectly, interfered with the Appraisers in the performance of their duties, and that it is, after careful investigation, their firm conviction that no other officer, member, or employe of the Board so interfered. And in justice to the Appraisers, they wish to add that they believe the gentlemen to have had such a high sense of their duties and of the proprieties of their position that if any attempt had been made to improperly interfere with or influence them, it would have been resented with the scorn that such an attempt would deserve.

Your Committee are further of the opinion that not the slightest basis exists for the complaint of the tenants, either as respects improper interference or excessive valuation; and your Committee are of the opinion, that no irregularities of any kind occurred in the appraisement, and have no doubt that the action of the Appraisers will be finally approved and ratified by the courts.

Upon the filing of the bill, an injunction was issued, but upon terms that were satisfactory to your Committee, as well as the Committee on Judiciary, to-wit: that the complaining tenants should pay the old rent into the hands of the School Agent; that the difference between the old and the new rent be deposited, pending litigation, in the First National Bank; and that a bond of five hundred dollars, in each case, be given for the purpose of indemnifying the Board for the expenses which would necessarily be incurred by litigation.

Your Committee are further of the opinion that the increased value of the land, and the increased rentals show the wisdom of our immediate predecessors in refusing to sell the remaining lands belonging to the School Fund. And the Committee desire to go on record as unanimously and emphatically opposed to selling any of said lands; they regret that so much of the school lands has been sold, and hope that our successors will follow the present course of the Board, and retain all the real estate they have.

In this connection your Committee would call attention to the report of the Committee on Schools of the Common Council for the year ending February 1st, 1855:

> "But the real estate belonging to the School Fund, though heretofore yielding less revenue, is by far the most important, as in it are the elements of growth in value, commensurate with the growth of the city and the surrounding country.
>
> "If the real estate yet belonging to the School Fund, though but a fraction of what it once was, shall be judiciously managed and kept—and it costs nothing to keep it,—the next generation may be in possession of a revenue adequate for the support of the grandest system of Public Schools of any city in the world."
>
> "A comparison of the small cash School Fund, now on hand, (about $40,000), with the value of lots, nearly all of the School Section Addition to Chicago, that were sold but a few years ago, now worth at a low estimate Six Millions of Dollars, and almost certain to quadruple in the next twenty years, will show in the strongest possible light, the folly of selling school lots or lands in a growing city, or country, to obtain a revenue for school purposes; and yet the whole country is dotted over with the marks of similar, though generally less disastrous strokes of policy."

The man who wrote that report certainly had a prophetic eye, and we commend its language to the present members of the Board and to our successors.

Respectfully submitted,

ADOLF KRAUS,
JOHN M. CLARK,
ALLAN C. STORY,
FRANK H. COLLIER,
RUDOLF BRAND,
Committee on School Fund Property.

PROPERTY

BELONGING TO THE SCHOOL FUND,

Under Lease, but not included in Appraisal of 1885.

In addition to the property belonging to the School Fund which was appraised in May, 1885, as shown in the table on pages 136 and 137, are the following described lots:

Names of Lessees.	Description.	Size of Lot.	Valuation.	Annual Rental.
*National Safe Deposit Co.	Part of Lots 5 and 6, Block 119, S. S. Addition.....	95x192	$345,600 00	‡ $21,636 00
†Chicago Dry Dock Co.....	Part of Lots 3 and 4, Block 88, S. S. Addition......	....	....	2,500 00
†Gottlieb Schroepel.......	N.½ of Lot 14, Block 60, Russell, Mather & Roberts Addition	20x150	....	100 00

*To be appraised in 1886. †Rental not based on a valuation.
‡Includes $900 per annum on valuation of old Post-office building.

The following described property belonging to the School Fund, located outside the city limits, is also under lease:

Names of Lessees.	Description.	Acres.	Annual Rental.
David Jennings...........	W. ½ of N. W. ¼ of Sec. 33, 40, 13, Town of Jefferson................	80 acres.	$120 00
John Boldt...............	W. ½ of S. W. ¼ of Sec. 13, 36, 12, Town of Orland..................	80 acres.	144 00
Wm. Marx.................	E. ½ of S. E. ¼ of Sec. 15, 37, 13, Town of Worth..................	80 acres.	200 00
Gerardus Mulderink......	E. ½ of N. W. ¼ of Sec. 23, 37, 13, Town of Worth..................	80 acres.	200 00
John Zeimetz............	W. ½ of N. W. ¼ of Sec. 23, 37, 13, Town of Worth..................	80 acres.	200 00
William Lachele.........	N E. ¼ of S. W. ¼ of Sec. 7, 40, 14, Town of Lake View..............	40 acres.	200 00

APPRAISALS OF SCHOOL FUN

Names of Lessees.	Description.	Size of Lot.
City of Chicago, Board of Education	The S. 264 ft. of lot 207 of Bronson's Add.	264x181.05 ft.
Albert B. Harris	The S. 10 ft of sub lot 3 and N. 10 ft. of sub lot 4, of lots 7 and 10 of Block 2 of Frac. Sec. 15 Addition	20x110 ft.
J. E. Otis	The E. ⅔ of lots 1 and 2 in Block 142 S. S. Addition, State Street front	48x80 ft.
Geo. L. Otis	The W. ⅓ of lots 1 and 2 in Block 142 S. S. Addition, Madison Street front	40x48 ft.
Wilhelmina Schwarz, sole heir and sole devisee of John J. Schwarz, deceased	Lot 3, Block 142, S. S. Addition	24x120 ft.
Thomas Mackin	Lots 4, 5 and 6, Block 142, S. S. Addition	72x120 ft.
Henry Weil	Lot 7, Block 142, S. S. Addition	24x120 ft.
Rosalie Cavanna	Lot 8, Block 142, S. S. Addition	24x120 ft.
Harriet G. McVicker	Lots 9, 10 and 11, Block 142, S. S. Addition	81.48x192 ft.
The Tribune Co.	Lots 12, 13 and 14, Block 142, S. S. Addition, Madison Street front	120x72 ft.
Thomas Mackin	Lots 15 and 17, Block 142, S. S. Addition	48x120 ft.
Samuel Gregsten	Lot 16, Block 142 S. S. Addition	24x120 ft.
Francis B. Peabody	Lot 18, Block 142, S. S. Addition	24x120 ft.
	Lot 19, Block 142, S. S. Addition	24x120 ft.
Beverly R. Chambers	Lot 20, Block 142, S. S. Addition	24x120 ft.
	Lot 21, Block 142, S. S. Addition	24x120 ft.
Caroline F. Wilson	Lot 22, & N. 16 ft. of Lot 23, Block 142, S.S.Add.	40x120 ft.
Daniel F. Crilly and Chas. H. Blair	S. 8 ft. Lot 23 and all Lot 24 Block 142, S.S.Add.	32x120 ft.
	Lot 25, Block 142, S. S. Addition	24x120 ft.
	Lot 26, Block 142, S. S. Addition	24x120 ft.
	Lot 27, Block 142, S. S. Addition	24x120 ft.
James J. Gore	Lot 28, Block 142, S. S. Addition	27.16x192 ft.
	Lot 29, Block 142, S. S. Addition	27.16x192 ft.
J. H VanVlissengen, Executor and Trustee	Lot 30, Block 142, S. S. Addition	27.16x192 ft.
Frederick Haskell	Lot 31, Block 142, S. S. Addition	24x120 ft.
Thos. G. Otis	Lots 32 and 34, Block 142, S. S. Addition	48x120 ft.
George B. Jenkinson	Lot 33, Block 142, S. S. Addition	24x120 ft.
Lucius B. Otis	Lots 35 and 36, Block 142, S. S. Addition	48x120 ft.
	Lot 37, Block 142, S. S. Addition	24x120 ft.
	Lot 38, Block 142, S. S. Addition	24x120 ft.
J. N. Uebele, Executrix	Part of Lot 3, Block 88, S. S. Addition	70x480 ft.
	Part of Lot 4, Block 88, S. S. Addition	78x60 ft.
James Clowry	Lots 1 and 2, Block 88, S. S. Addition	198x490 ft.
Harry Brown	E. 66 feet of Lot 9, Block 50, Original Town.	66x56 ft.
Laura M. and Anna Hubbard	W. 84 feet of Lot 9, Block 50, Original Town.	84x56 ft.
Barling, Davis & Mandell, Trustees	Lot 6, Block 55, Original Town	80x180 ft.
Mary E. Walsh	Lot 6, Block 58, Original Town	80x160 ft.
John De Lany	N. ½ of Lot 8, of Block 113, S. S. Addition	25.165x105 ft.
Thomas Mackin	S ½ of Lot 8, and all of Lot 11, Block 113, S. S. Addition	75.165x105 ft.
	N. ½ of Lot 10, Block 113, S. S Addition	25x105 ft.
Benjamin F. Gump	S. ½ of Lot 10, Block 113, S. S. Addition	25x105 ft.
City of Chicago, Fire Department	Lots 14 and 17, Block 113 S. S. Addition	99.84x105 ft.
City of Chicago, Police Department	Lot 20, Block 113, S. S. Addition	50x105.33 ft.
	Lot 23, Block 113, S. S. Addition	49.75x105.33 ft.
A. A. Munger and James Goggin	Lot 16, Block 113, S. S. Addition	50x105 ft.
James Goggin	Lot 21, Block 113, S. S. Addition	49 81x105 ft.
	Lot 22, Block 113, S. S. Addition	50x105 ft.
John M. Smyth	Lot 1, Block 1, S. S. Addition	204.65x180 ft.
Daniel F. Crilly and Chas. H. Blair	Lots 2, 3, 4, 5 and 6, Block 1, S. S. Addition.	125x100 ft.
	Lot 7, Block 1, S. S. Addition	25x100 ft.
	Lots 8 and 9, Block 1, S S. Addition	50x100 ft.
John Coughlan	Lot 10, Block 1, S. S. Addition	20x150 ft.
Daniel F. Crilly and Chas. H. Blair	Lots, 11, 12, 13, 14 and 15, Block 1, S.S. Add.	125x150 ft.
Daniel F. Crilly and Chas. H. Blair	Lots 16, 17 and 18, Block 2, S. S. Addition	75x100 ft.
	Lots 19 and 20, Block 1, S. S. Addition	61.65x100 ft.
City of Chicago, Board of Education	Lot 21, Block 1, S. S. Addition	288.92x189 ft.
John O'Malley, Jr	E. ½ of Lot 1, Block 52, S. S. Addition	50x80.05 ft.
Patrick Cash	W. ½ of Lot 1, Block 52, S. S. Addition	50x80.05 ft.
Frederick Weigle	Lot 2, Block 52, S. S. Add., front on Canal St.	50x160.05 ft.
Excelsior Stone Co.	The N. 198.6 feet of Block 87, S. S. Addition.	198.6x460 ft.

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* The rentals of lots on Block 1, S. S. Addition, for the first term of five years, from May 8, 1880, May 8, 1885, were not paid upon an appraisal of the property.

TY OF 1880 AND OF 1885.

	Appraisal of 1880.		Appraisal of 1885.			Increase in Annual Rental.
	Total Valuation.	Annual Rental.	Price per foot front.	Total Valuation.	Annual Rental.	
k	$32,000 00	$1,920 00	Valued in bulk	$50,000 00	$ 3,000 00	$1,080 00
	25,000 00	1,500 00	$2,500 00	50,000 00	3,000 00	1,500 00
	144,000 00	8,640 00	5,250 00	252,000 00	15,120 00	6,480 00
	48,000 00	2,880 00	2,250 00	90,000 00	5,400 00	2,520 00
	43,200 00	2,592 00	3,000 00	72,000 00	4,320 00	1,728 00
	110,400 00	6,624 00	3,000 00	216,000 00	12,960 00	6,336 00
	36,000 00	2,160 00	3,000 00	72,000 00	4,320 00	2,160 00
	39,600 00	2,376 00	3,300 00	79,200 00	4,752 00	2,376 00
	138,516 00	8,310 96	3,000 00	244,440 00	14,666 40	6,355 44
	129,600 00	7,776 00	2,500 00	300,000 00	18,000 00	10,224 00
	43,200 00	2,592 00	2,000 00	96,000 00	5,760 00	3,168 00
	21,600 00	1,296 00	2,000 00	48,000 00	2,880 00	1,584 00
	21,600 00	1,296 00	2,000 00	48,000 00	2,880 00	1,584 00
	24,000 00	1,440 00	2,250 00	54,000 00	3,240 00	1,800 00
	21,600 00	1,296 00	2,250 00	54,000 00	3,240 00	1,944 00
	19,200 00	1,152 00	2,000 00	48,000 00	2,880 00	1,728 00
	32,000 00	1,920 00	2,000 00	80,000 00	4,800 00	2,880 00
	25,600 00	1,536 00	2,000 00	64,000 00	3,840 00	2,304 00
	19,200 00	1,152 00	2,250 00	54,000 00	3,240 00	2,088 00
	24,000 00	1,440 00	2,500 00	60,000 00	3,600 00	2,160 00
	36,000 00	2,160 00	3,000 00	72,000 00	4,320 00	2,160 00
	24,444 00	1,466 64	1,800 00	48,888 00	2,933 28	1,466 64
	27,160 00	1,629 60	1,500 00	40,740 00	2,444 40	814 80
	27,160 00	1,629 60	1,800 00	48,888 00	2,933 28	1,303 68
	39,600 00	2,376 00	3,300 00	79,200 00	4,752 00	2,376 00
	72,000 00	4,320 00	2,800 00	134,400 00	8,064 00	3,744 00
	36,000 00	2,160 00	2,800 00	67,200 00	4,032 00	1,872 00
	72,000 00	4,320 00	2,800 00	134,400 00	8,064 00	3,744 00
	43,200 00	2,592 00	3,000 00	72,000 00	4,320 00	1,728 00
	54,000 00	3,240 00	4,000 00	96,000 00	5,760 00	2,520 00
	12,250 00	735 00	375 43	26,280 00	1,576 80	841 80
	4,680 00	280 80	90 00	7,020 00	421 20	140 40
k	34,650 00	2,079 00	Valued in bulk	100,000 00	6,000 00	3,921 00
	26,400 00	1,584 00	500 00	33,000 00	1,980 00	396 00
	25,200 00	1,512 00	400 00	33,600 00	2,016 00	504 00
	82,000 00	4,920 00	1,750 00	140,000 00	8,400 00	3,480 00
	136,000 00	8,160 00	3,000 00	240,000 00	14,400 00	6,240 00
	1,887 00	125 00	100 00	2,516 50	150 99	25 99
	5,637 00	301 00	100 00	7,516 50	450 99	149 99
	4,500 00	270 00	250 00	6,250 00	375 00	105 00
	4,500 00	270 00	250 00	6,250 00	375 00	105 00
	7,488 00	449 28	100 00	9,984 00	599 04	149 76
	3,750 00	225 00	100 00	5,000 00	300 00	75 00
	4,975 00	298 50	200 00	9,950 00	597 00	298 50
	9,000 00	540 00	250 00	12,500 00	750 00	210 00
	8,965 80	537 95	250 00	12,452 50	747 15	209 20
	12,000 00	720 00	400 00	20,000 00	1,200 00	480 00
	---------------	3,055 50	500 00	102,325 00	6,139 50	3,084 00
	---------------	5,027 00	450 00	56,250 00	3,375 00	2,098 00
	---------------		500 00	12,500 00	750 00	
	---------------		1,000 00	50,000 00	3,000 00	
	---------------	300 00	450 00	9,000 00	540 00	240 00
	---------------	4,000 00	400 00	50,000 00	3,000 00	2,127 05
	---------------		325 00	24,375 00	1,462 50	
	---------------		450 00	27,742 50	1,664 55	
	21,669 00	1,300 14	100 00	28,892 00	1,733 52	433 38
	---------------	480 00	75 00	6,000 00	360 00	360 00
	---------------		100 00	8,000 00	480 00	
	---------------	600 00	320 00	16,000 00	960 00	360 00
	---------------	2,085 30	438 00	86,986 80	5,200 00	3,114 70
ls	---------------	$125,648 27	------------	$3,975,746 80	$238,525 60	$112,877 33

REPORT OF COMMITTEE

ON

GERMAN.

To the Board of Education of the City of Chicago.

GENTLEMEN:—Your Committee on German presents herewith their report for the year ending June 29, 1885.

There has been a steady progress during the school year 1884–85, in the study of German in the schools. All the Grammar Schools now have classes in that language, and the percentage of pupils in the grammar grades pursuing the study has advanced from 54 per cent. for the school year 1883–1884, to 57 per cent. for the past year.

During the year, 459 classes were formed, against 364 for the preceding year, and the pupils in these classes numbered 10,696 against 8,826 for the previous year, being an increase of 1,870 pupils. Of these 661 were in the High schools and 10,035 in the Grammar grades.

There were employed during the year, 73 teachers in 43 schools. The number of schools in which German is not taught in the eighth grade has been reduced from fourteen to eleven, and three of these eleven have had no eighth grade in the English branches.

The progress made in this study in the various particulars mentioned is shown in the following tabulated statement:

Schools.	When Introduced.	Number of Teachers.	Number Enrolled.	Number of Classes.	Average Number of Pupils to a Class.	Number of Pupils who received permits to discontinue German during the year.
North Division High School	....	2	185	8	23	....
South Division High School	....	2	181	6	30	6
West Division High School	....	2	295	8	37	....
Armour Street	1881	2	151	10	15	3
Brighton	1884	1	102	5	20	3
Brown	1874	1	216	9	24	3
Burr	1880	2	207	8	26	....
Carpenter	1869	1	103	5	20	2
Central Park	1884	1	95	9	10	18
Clarke	1880	2	189	10	19	4
Cottage Grove	1868	1	165	8	20	6
Dore	1874	1	227	7	32	1
Douglas	1881	2	276	16	18	7
Emerson	1884	1	124	6	20	5
Foster	1880	2	423	14	30	4
Franklin	1866	3	684	18	40	17
Haven	1870	1	127	7	18	1
Hayes	1881	2	264	12	22	2
Headley	1880	2	216	11	19	2
Holden	1883	2	301	11	27	7
Irving	1884	1	175	8	22	11
Jefferson	1884	1	133	8	17	1
Jones	1880	1	174	6	29	....
Keith	1883	2	190	8	24	3
King	1877	1	139	6	23	3
Kinzie	1868	2	341	13	26	2
La Salle	1881	2	285	12	23	3
Lincoln	1871	2	300	15	20	5
Marquette	1880	2	182	10	18	....
Moseley	1866	2	480	18	27	5
Newberry	1866	2	330	15	22	....
Oakley	1882	2	189	12	15	1
Ogden	1871	3	498	22	22	4
Pickard	1880	1	170	6	28	5
Raymond	1880	1	175	6	29	....
Scammon	1870	1	162	7	26	5
Sheridan	1881	2	314	12	26	....
Skinner	1870	2	283	10	28	14
Throop	1882	2	295	10	29	5
Wallace Street	1883	1	159	7	22	5
Walsh	1883	2	205	9	22	2
Washington	1865	2	176	9	19	8
Webster	1883	2	168	10	16	....
Wells	1866	2	319	13	24	1
West Jackson St	1884	1	100	8	12	1
Wicker Park	1880	2	223	11	20	3
Total	....	....	10,696	459	....	178

The following tabulated statement shows the grades in which the study is taught in each school, the average daily membership in these grades, the number studying German, and the per cent. which these form of the average daily membership:

Schools.	Grades in which German was taught.	Average daily membership in these grades.	Average number of pupils studying German.	Per cent of pupils studying German.
Armour Street	5, 6, 7, 8,	278	151	54
Brighton	5, 6, 7,	75	62	82
Brown	5, 6, 7, 8,	495	141	30
Burr	5, 6, 7,	184	164	89
Carpenter	5, 6, 7,	186	71	38
Central Park	5, 6, 7, 8,	117	72	61
Clarke	5, 6, 7, 8,	330	189	57
Cottage Grove	5, 6, 7, 8,	376	122	32
Dore	5, 6, 7, 8,	347	163	47
Douglas	5, 6, 7, 8,	443	209	47
Emerson	5, 6, 7,	171	101	58
Foster	5, 6, 7, 8,	508	307	60
Franklin	5, 6, 7, 8,	807	467	57
Haven	5, 6, 7,	178	101	58
Hayes	5, 6, 7, 8,	358	222	62
Headley	5, 6, 7, 8,	245	153	68
Holden	5, 6, 7, 8,	252	209	83
Irving	5, 6, 7, 8,	330	143	43
Jefferson	5, 6, 7,	136	109	81
Jones	5, 6, 7,	185	124	66
Keith	5, 6, 7, 8,	214	153	71
King	5, 6, 7, 8,	259	102	40
Kinzie	5, 6, 7, 8,	335	219	65
La Salle	5, 6, 7, 8,	315	229	72
Lincoln	5, 6, 7, 8,	395	244	61
Marquette	5, 6, 7, 8,	384	146	38
Moseley	5, 6, 7, 8,	527	324	61
Newberry	5, 6, 7,	382	330	86
Oakley	5, 6, 7, 8,	327	132	40
Ogden	5, 6, 7, 8,	589	340	57
Pickard	5, 6, 7, 8,	156	132	84
Raymond	5, 6, 7, 8,	189	112	60
Scammon	5, 6, 7,	188	107	56
Sheridan	5, 6, 7, 8,	282	179	63
Skinner	5, 6, 7, 8,	532	182	34
Throop	5, 6, 7, 8,	247	203	82
Wallace Street	5, 6, 7, 8,	141	108	76
Walsh	5, 6, 7, 8,	172	127	73
Washington	5, 6, 7,	345	118	34
Webster	5, 6, 7, 8,	222	137	61
Wells	5, 6, 7,	344	214	62
West Jackson Street	5, 6, 7, 8,	147	82	55
Wicker Park	5, 6, 7, 8,	310	156	50
Total		12,883	7,396	57

As will be seen, the average daily membership in the grammar grades is 12,883. By comparing with this number the average number studying German 7,396, we find the per centage of those studying German to be 57.

The following statement will show the number of pupils in each grade studying German, and the proportion they bear to the average daily membership of the several grades and to the whole number of pupils in German in all grades:

	Av. Daily Membership.	Av. Number Studying German.	Per cent. of daily Membership.	Per cent. of total Number studying German.
Fifth Grade	6,054	4,182	69	56.5
Sixth Grade	3,565	1,928	54	26.0
Seventh Grade	2,056	854	41	11.5
Eighth Grade	1,147	432	32	6.0

The growth of this department since the introduction of the study is shown in detail in the following table:

SCHOOL YEARS.	Number of Schools in which German was Taught.	Number of Teachers of German.	Average Number of Pupils Studying German.	Increase.	Per Cent. of Increase.	Decrease.	Per Cent. of Decrease.	Largest Number of Pupils Studying German during the Year.
1865-66	1	1	115	------	------	------	------	----------
1866-67	4	4	700	585	508	------	------	----------
1867-68	5	5	1,265	565	81	------	------	----------
1868-69	7	6	1,782	517	41	------	------	----------
1869-70	9	8	2,597	815	45	------	------	----------
1870-71	12	11	4,207	1,610	62	------	------	----------
1871-72	13	12	2,359	------	------	1,948	* 46	----------
1872-73	13	12	2,724	365	15	------	------	----------
1873-74	13	12	2,694	------	------	30	† 1	----------
1874-75	15	14	3,359	665	25	------	------	----------
1875-76	15	14	1,706	------	------	1,653	‡ 49	----------
1876-77	15	14	1,856	150	9	------	------	----------
1877-78	16	15	1,912	56	3	------	------	----------
1878-79	18	17	2,308	396	20	------	------	----------
1879-80	20	20	2,370	62	2	------	------	2,750
1880-81	29	30	3,981	1,611	68	------	------	4,546
1881-82	30	35	4,186	205	5	------	------	4,966
1882-83	32	43	5,106	920	22	------	------	6,182
1883-84	37	55	6,397	1,291	25	------	------	8,826
1884-85	43	72	7,396	999	16	------	------	10,696

* Caused by the Great Fire. † Caused by Financial Depression.

‡ Owing to the restriction of the study to the Grammar Grades.

The table showing the number of pupils studying German in the High Schools shows again a satisfactory increase in the number of pupils:

School Year.	North Div. High.			South Div. High.			West Div. High.		
	Average Daily Membership.	Number Studying German.	Per cent. of Pupils studying German.	Average Daily Membership.	Number Studying German.	Per cent. of Pupils studying German.	Average Daily Membership.	Number Studying German.	Per cent. of Pupils studying German.
1875-76	96	21	22	223	62	28	334	52	15
1876-77	149	24	16	303	74	24	358	64	18
1877-78	209	29	14	312	76	25	587	73	13
1878-79	187	24	13	330	79	24	610	104	16
1879-80	213	25	12	362	82	22	602	98	16
1880-81	225	75	33	368	105	30	643	74	11
1881-82	297	126	43	391	96	24	689	114	16
1882-83	254	119	47	370	126	34	603	152	25
1883-84	270	136	50	400	141	34	640	210	32
1884-85	311	162	52	439	160	36	734	269	36

Prizes for proficiency in the study of German were awarded at the close of the year, as follows:

IN THE PICKARD SCHOOL.

Christina Pesh, *German.*
Willie Seidensticker, *German.*
Willie Rau, *German.*
Olga Werner, *German.*

IN THE THOMAS HOYNE SCHOOL.

HESING PRIZES.

Gold Medals.

Sophie Mikkelson, *Swedish.*
Minnie Moos, *German.*

Silver Medal.

Louisa Greiner, *German.*

Books.

Emma Pfirrman, *German.*
Nora Dawson, *Irish.*
Lulu Davison, *American.*
Arthur Berlizheimer, *German.*
Sadie Cullen, *American.*
Fred. Lange, *German.*
George Gauler, *German.*
Theresa Fontana, *Italian.*
Olga Lindeman, *German.*
Emma Lundgren, *Swedish.*
Grace Ellithorpe, *American.*
Florence Smith, *American.*

The recommendation made by the Committee on German in their last report, to begin the study of German in the Third instead of the Fifth Grade, was taken into consideration by the Committee on Text Books and Course of Instruction, and they made a report recommending it, which was adopted by your honorable body in April, to take effect at the opening of the ensuing school-year.

C. L. NIEHOFF,
FRANK WENTER,
RUDOLF BRAND.
Committee on German.

REPORT OF COMMITTEE

ON

DEAF MUTE SCHOOLS.

To the Board of Education of the City of Chicago.

GENTLEMEN :— The Day Schools for the instruction of the Deaf and Dumb, in connection with the public schools of the city, have, during the past year, been accommodated in the same buildings as at the close of the previous school year, to wit: in the Third Avenue School building in the South Division of the city; in the Scammon, and the Division and Cleaver Street School buildings in the West Division of the city; and in the Sheldon School building in the North Division of the city.

At the close of the last school year, Mr. Lars M. Larsen, teacher of the class at the Sheldon School, resigned, and the vacancy was filled by the appointment of Miss Ida Christie, who has been very successful in her work during the past year. All the other teachers remain the same as during the previous school year

The attendance of pupils at the different school buildings during the year is shown in the following tabulated statement :

CLASSES.	TOTAL ENROLLMENT OF PUPILS.			Number left School.	Total Number of Days of Attendance.	Average Number of days attendance for each Pupil, based on total enrollment.
	Males.	Females.	Total.			
Advanced Class	6	7	13	5	1,385	106.6
Scammon	4	9	13	2	1,461	112.4
Division and Cleaver Street	4	6	10	1	1,079	107.9
Third Avenue	4	1	5	0	789	157.8
Sheldon	3	6	9	0	1,182	131.3
Total	21	29	50	8	5,896	117.9

The following is a statement of the condition of the State Deaf and Dumb School Fund:

Balance on hand July 1st, 1884	$ 113 16	
Received from State Treasurer, Sept. 5, 1884	5,000 00	
Total		$5,113 16
EXPENDITURES DURING THE YEAR:		
For Salaries of Teachers	$4,057 75	
" Wages of Janitors	105 00	
Total Expenditures		$4,162 75
Balance to credit of the Fund, June 30, 1885		950 41

The Thirty-fourth General Assembly of the State appropriated the sum of $5,000 for the support of the Day Schools for the education of the Deaf and Dumb children, located in the City of Chicago. This amount, together with the balance on hand at the close of the school year, as shown by the above statement, $950.41, will be barely sufficient to carry on the schools till the close of the Fall Term of 1886, or about up to the time of the opening of the next General Assembly.

The following is a statement of the amounts appropriated by the State for the support of these Schools, and placed to the credit of the Fund, since their first establishment in 1879:

By Thirty-first General Assembly	$15,000 00
" Thirty-second " "	5,000 00
" Thirty-third " "	5,000 00
" Thirty-fourth " "	5,000 00
Total Appropriations	$30,000 00

The expenditures from the Fund, by School Years, have been as follows:

FOR SCHOOL YEAR, 1879-80:		
For salaries of Teachers	$3,080 75	
For wages of Janitors	47 50	
For Rent of Rooms	361 00	
For Fuel	14 55	
For Apparatus	33 00	
For Exchange on Draft	7 50	
		$ 3,544 30
FOR SCHOOL YEAR 1880-81:		
For salaries of Teachers	$3,601 00	
For wages of Janitors	50 00	
For Rent of Rooms	104 00	
For Fuel	14 72	
For Printing	9 63	
For lines on Blackboard	13 00	
		$ 3,792 35
FOR SCHOOL YEAR 1881-82:		
For salaries of Teachers	$3,819 50	
For wages of Janitor	76 66	
For Rent of Rooms	102 00	
For Fuel	11 50	
For Books for Indigent Pupils	18 18	
For Wall Maps, Charts, etc	23 25	
		$ 4,051 09
FOR SCHOOL YEAR 1882-83:		
For salaries of Teachers	$4,065 50	
For wages of Janitors	102 50	
For Rent of Rooms	80 00	
For Fuel	9 60	
For Exchange on Draft	4 00	
		$ 4,261 60
FOR SCHOOL YEAR 1883-84:		
For salaries of Teachers	$4,142 50	
For wages of Janitors	90 00	
For Arithmetical and Writing Charts	5 00	
		$ 4,237 50

FOR SCHOOL YEAR 1884–85:		
For salaries of Teachers	$4,057 75	
For wages of Janitors	105 00	
		$ 4,162 75
Total Expenditures from September, 1879, to July 1st, 1885		$24,049 59
Total Amount Appropriated		$30,000 00
Total Expenditures		24,049 59
Balance July 1, 1885		$ 5,950 41

The intercourse between the teachers and their pupils has, during the past year, been of the most confiding character. The teachers, while maintaining authority in all matters of government and discipline, have shown an interest in the individual pupils under their charge, which has secured their confidence, and the work accomplished during the year has shown the effect of such individual interest.

No change has been made in the course of instruction, except that more attention has been paid to language lessons in the second division of the Advanced Class, from which excellent results have been obtained.

Out of an enrollment of twenty-six pupils in the Advanced Class and the class at the Scammon School building, eleven joined the class for Articulation and Lip Reading. Of the eleven, four made very fair progress, but with the remaining seven it was irksome, up-hill work and comparatively little was accomplished.

The Principal, in charge of the schools, Mr. P. H. Emery, calls attention to the advantages to be derived by the pupils, if the Readers and Arithmetics could be prepared in three or four sections for each book, for the reason that these books, in their present shape, become very much soiled and worn before the pupil finishes them, and the matter becomes stale and uninteresting; for the pupil does not confine himself to the portion which he has studied, but is constantly looking forward to the other portions of the book, and by the time he takes up those portions in his study of the subject, the matter has become old. On the other hand, if these books were published in sections, and but one section was given out at a time, and in the order in which the subject was to be taken up, the books themselves would be, at all times, in better condition, and the matter would be fresh and new. During the past year, use has been made, in the Advanced Class, of Readers of a different series from those in the hands of the pupils, when a review of the subject was taken up. The result has been, that the pupils took a greater interest in the study from the fact of the freshness of the matter before them.

The City of Chicago has the largest purely day school system for the education of Deaf Mutes in the United States, the pupils attending these schools residing, with but few exceptions, at their homes. In the Boston Day Schools for Deaf Mutes, 58 per cent. of the pupils board away from their homes, while in the Portland Day Schools for Deaf Mutes, 85 per cent. of the pupils board. In the Chicago Schools but 6 per cent. of the pupils board. This is rendered possible by locating the schools in different sections of the City, so as to accommodate the largest number, instead of obliging all to attend at one central school. In this particular, the City of Chicago takes the lead, being the only city where the district plan is adopted. The advantages to be gained from the District System are as follows:

First. Being located in different sections of the city, they accommodate a much larger number of deaf and dumb children than could possibly be accommodated by the central school system. This is especially the the case with the younger pupils, many of whom would be debarred entirely from the privileges of the schools were they obliged to go long distances; and it is these younger pupils who reap the greatest benefit from attending these schools.

Second. A better daily attendance is secured and there is less tardiness.

THOMAS BRENAN,
C. L. NEIHOFF,
PETER CONLAN,
Committee on Deaf Mute Schools.

APPENDIX.

TABLE NO. 1.

SCHOOL SITES—LOCATION, SIZE AND VALUE.

SCHOOLS.	LOCATION.	SIZE.	VALUE OF LOTS.
North Division High	Northeast corner of Wendell and Wells Streets	219.81 x 109.00	$ 25,300 00
South Division High	Southwest corner of Twenty-Sixth Street and Wabash Avenue	181.15 x 157.08	35,325 00
West Division High	Southeast corner of Morgan and Monroe Streets	150.00 x 118.00	20,650 00
Andersen	Lincoln Street, between Division and Thomas Streets	192.00 x 124.4	7,680 00
Armour Street	Southeast corner of Armour Street and Bickerdike Square	170.00 x 150.00	6,800 00
Arnold	Northeast corner of Burling and Center Streets	198.00 x 124.00	11,880 00
*Brainard	Thirteenth Place, west of Hoyne Avenue	175.00 x 124.00	4,375 00
Brenan	Lime Street, between Archer Avenue and Twenty-Seventh Street	275.00 x 109.00	8,500 00
Brighton	Douglas Avenue, between Lincoln and Robey Streets	267.00 x 134.00	6,000 00
Brown	Warren Avenue, between Page and Wood Streets	266.00 x 122.10	30,590 00
Burr	Southwest corner of Ashland and Waubansia Avenues	298.65 x 299.30	12,000 00
Calumet Avenue	Calumet Avenue, between Twenty-Sixth and Twenty-Eighth Streets	146.00 x 182	18,250 00
Carpenter	Southwest corner of Center Avenue and Huron Street	205.00 x 213.00	13,325 00
Central Park	Southeast corner of Walnut Street and Kedzie Avenue	209 x 150	5.225 00
Clarke	Ashland Avenue, between Thirteenth and Hastings Streets	264.3 x 144	19,800 00
*Cooper	West Nineteenth Street, west of Ashland Avenue	175 x 125	8,312 00
Cottage Grove	Douglas Avenue, between Cottage Grove and Stanton Avenues	200 x 231	23,000 00
Division & Cleaver St.	Southwest corner of Division and Cleaver Streets	149 x 125	7,450 00
Dore	West Harrison, between Halsted and Desplaines Streets	200 x 111	25,000 00
Douglas	Southeast corner of Thirty-Second Street and Forest Avenue	125.45 x 250	22,500 00
Emerson	Northwest corner of Walnut and Paulina Streets	157 x 111.4	14,000 00
Elizabeth Street	Northeast corner of Lake and Elizabeth Streets	206.6 x 164.75	20,700 00
Foster	Union Street, between O'Brien and Dussold Streets	200 x 173	15,000 00
Fourteenth St., West	West Fourteenth Street, between Union and Desplaines Streets	200 x 173	12,000 00
†Franklin	Northeast corner of Division and Sedgwick Streets	181.05 x 264	36,940 00
Garfield	Northeast corner of Johnson and Wright Streets	257.35 x 99	10,280 00
*Grant	Wilcox Avenue, west of Western Avenue	204.00 x 122	13,510 00
Haven	Wabash Avenue, between Fourteenth and Sixteenth Streets	150 x 170	37,500 00
Hayes	Leavitt Street, between Walnut and Fulton Streets	267 x 140	13,350 00
Headley	Northeast corner of Lewis Street and Garfield Avenue	195.4 x 125	5,850 00
*Healy	Wallace Street, north of Thirty-First Street	198.00 x 125	6,000 00
Holden	Northeast corner of Deering and Thirty-First Streets	200 x 269 28 & 316.8	10 000 00
Huron Street	Southwest corner of Huron and Franklin Streets	162.5 x 100	13,770 00
Irving	Lexington Street, between Hoyne Avenue and Leavitt Street	192 x 125	8,000 00
Jackson St., West	West Jackson, between California Avenue and Francisco Street	200 x 122.7	7,000 00
Jefferson	Northeast corner of Nebraska and Laflin Streets	200 x 104.5	7,575 00
Jones	Southeast corner of Third Avenue and Harrison Street	175 x 100	52,500 00

Keith	Southwest corner of Dearborn and Thirty-Fourth Streets	200 x 122.1	15,000 00
King	West Harrison Street, between Western and Campbell Avenues	196 x 158	9,800 00
Kinzie	Northwest corner of Ohio Street and La Salle Avenue	199.1 x 100	24,875 00
Langland	Cortlandt Street, between Leavitt Street and Oakley Avenue	144 x 100	2,160 00
La Salle	Northwest corner of Hammond and Eugenie Streets	200 x 125	12,000 00
Lawndale	Southwest corner Central Park Avenue and Twenty-Fifth Street	200 x 124.87	2,400 00
Lincoln	Larrabee Street, between Belden and Fullerton Avenues	150.5 x 297	16.500 00
Lincoln Street	Northeast corner of Ohio and Lincoln Streets	216 x 123.7	8,640 00
Longfellow	Throop Street, between Nineteenth and Twenty-First Streets	210 x 125.5	7,875 00
Marquette	Southwest corner of Wood and Congress Streets	241 x 125.87	12.050 00
Moseley	Northwest corner of Michigan Avenue and Twenty-Fourth Street	198.99 x 193	89,550 00
Motley	Snell Street, south of Chicago Avenue	200 x 100	8,500 00
Newberry	Northwest corner of Willow and Orchard Streets	200.4 x 148.4	11,000 00
Oak Street	Northeast corner of Oak Street and Milton Avenue	100 x 168.5	11,795 00
Oakley	Southeast corner of Oakley Avenue and Ohio Street	205 x 125	5,125 00
Ogden	Chestnut Street, between Dearborn Avenue and State Street	178.5 x 106.5	26,700 00
Pearson Street	Southeast corner of Pearson and Market Streets	239 x 108	20,315 00
Pickard	Southwest corner of Hinman Street and Oakley Avenue	200.5 x 125	5,000 00
Polk Street	Polk Street, between Halsted and Desplaines Streets	150.5 x 120	6,750 00
Raymond	Southeast corner of Wabash Avenue and Eda Street	130.9 x 162.5	15,700 00
Sangamon Street	Southeast corner of Sangamon and West Indiana Streets	200 x 116.1	22,200 00
†Scammon	Monroe Street, between Halsted and Desplaines Streets	288.92 x 189	50,600 00
Sheldon	Southwest corner of State and Elm Streets	200 x 150	36,000 00
Sheridan	Southeast corner of Twenty-Seventh and Wallace Streets	200 x 124.9	8,500 00
Skinner	Northeast corner of Jackson and Aberdeen Streets	145 x 189	21,750 00
Thirteenth Street, W.	West Thirteenth Street, between Center Avenue and Throop Street	175 x 124	5,250 00
Thomas Hoyne	Southeast corner Cass and Illinois Streets	150 x 109	33,000 00
Throop	Throop Street, between Eighteenth and Nineteenth Streets	198 x 125	7,425 00
Vedder Street	Vedder Street, between Halsted and Vine Streets	153.41 x 196.82	9,210 00
Von Humboldt	Northwest corner Rockwell Avenue and Hirsch Street	200 x 125	4.694 00
Wallace Street	Southeast corner of Wallace Street and Douglas Avenue	200 x 125	5,000 00
Walsh	Southeast corner of West Twentieth and Johnson Streets	268 5 x 239 & 91.2	13,400 00
Ward	Southeast corner of Shields Avenue and Twenty-Seventh Street	175 x 125.5	7,000 00
Washington	Morgan Street, between Erie and Ohio Streets	217 x 116	8,680 00
Webster	Southeast corner of Wentworth Avenue and Thirty-Third Street	200 x 125	8,000 00
Wells	Northwest corner of Ashland Avenue and Cornelia Street	306.5 x 130	15,325 00
Wentworth Avenue	Northwest corner of Wentworth Avenue and Twentieth Street	200 x 124.6	14,000 00
Wicker Park	Evergreen Avenue, between Robey Street and Hoyne Avenue	209.25 x 167.4	8,500 00
**	Northeast corner Wabash Avenue and Twenty-Fourth Street	198.99 x 193	39,800 00
	Southwest corner of Warren Avenue and Rockwell Street	120 x 125	5,000 00
	Total Valuation of School Sites		$1,234.160 00

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* Building now in course of erection on this site.
† Ground belongs to School Fund.
** Leased to Edward Mendel.

TABLE NO. II.

SCHOOL BUILDINGS—DATE OF ERECTION, SIZE, VALUE, AND VALUE OF FURNITURE AND OF HEATING APPARATUS.

NAME OF BUILDING.	When Erected.	Material.	SIZE.	Number of Stories.	No. of School Rooms.	Number of Sittings.	How Heated.	Value of Building.	Value of Furniture.	Value of Heating Apparatus.	TOTAL VALUE.
North Division High	1883	Brick	123 x 83½	Three	13	684	Steam	$ 58,000 00	$ 2,500 00	$ 7,000 00	$ 67,500 00
South Division High	1884	Brick	135 x 96 *	Three	18	819	Steam	80,000 00	2,500 00	8,000 00	90,500 00
West Division High	1880	Brick	107 x 88	Three	15	729	Steam	40,000 00	2,000 00	6,000 00	48,000 00
Andersen	1885	Brick	75 x 125 *	Three	15	931	Steam	47,500 00	3,500 00	6,000 00	57,000 00
Armour Street	1879	Brick	107 x 88	Three	15	945	Steam	40,000 00	2,000 00	6,000 00	48,000 00
Arnold	1884	Brick	75 x 125	Three	15	945	Furnaces	45,000 00	3,250 00	2,500 00	50,750 00
Brenan	1884	Brick	75 x 125	Three	15	945	Furnaces	45,000 00	3,250 00	2,500 00	50,750 00
Brighton	1880	Brick	70 x 84	Three	12	756	Steam	35,000 00	2,000 00	4,500 00	41,500 00
Brown	1857	Brick	60 x 84	Three	12	641	Steam	30,500 00	2,000 00	4,000 00	36,500 00
Brown	1870	Brick	70 x 80	Three	12	764	Steam	30,000 00	2,000 00	4,000 00	36,000 00
Burr	1873	Brick	71 x 81	Three	12	751	Furnaces	30,000 00	2,000 00	2,500 00	34,500 00
Burr	1885	Brick	81 x 85	Three	12	728	Steam	35,000 00	2,500 00	5,000 00	42,500 00
Calumet Avenue	1871	Brick	70 x 82	Three	12	759	Furnaces	30,000 00	2,000 00	2,000 00	34,000 00
Carpenter	1868	Brick	69½ x 87	Four	16	1000	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Central Park	1881	Brick	107½ x 76	Three	15	945	Steam	40,000 00	2,000 00	6,000 00	48,000 00
Clarke	1868	Brick	72 x 91, with two wings each 47x31	Three	16	1001	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Cottage Grove	1866	Wood	68½ x 76	Three	12	756	Furnaces	10,000 00	1,000 00	1,500 00	12,500 00
Cottage Grove	1881	Brick	107½ x 84	Three	15	959	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Dore	1867	Brick	68 x 86	Four	16	1009	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Douglas	1870	Brick	82½x76½, with wing 60½x52	Three	18	1112	Steam	40,000 00	3,000 00	6,000 00	49,000 00
Elizabeth Street	1866	Wood	76 x 68	Three	12	750	Stoves	10,000 00	1,500 00	1,000 00	12,500 00
Emerson	1884	Brick	75 x 125	Three	15	945	Steam	45,000 00	3,250 00	6,000 00	54,250 00
Foster	1855	Wood	26 x 42	Two	2	118	Stoves	1,000 00	200 00	50 00	1,250 00
Foster	1857	Brick	60 x 84	Three	12	756	Steam	30,000 00	2,000 00	5,000 00	37,000 00
Foster	1862	Wood	44 x 53	Two	4	250	Stoves	3,000 00	400 00	100 00	3,500 00
Fourteenth Street, West	1869	Brick	70 x 82	Three	12	757	Furnaces	30,000 00	2,000 00	1,750 00	33,750 00
Franklin	1872	Brick	91 x 72 †	Three	16	1008	Steam	35,000 00	2,500 00	3,000 00	40,500 00
Franklin	1878	Brick	84 x 75 †	Three	14	882	Steam	35,000 00	2,000 00	3,000 00	40,000 00
Garfield	1882	Brick	70 x 84	Three	12	756	Furnaces	31,500 00	2,000 00	2,500 00	37,000 00
Garfield	1884	Brick	78 x 85	Three	12	742	Furnaces	32,500 00	2,000 00	2,500 00	37,000 00
Haven	1885	Brick	84 x 132	Four	22	1335	Steam	68,000 00	3,750 00	6,500 00	78,250 00
Hayes	1868	Brick	70 x 89	Four	16	1000	Steam	40,000 00	3,000 00	6,000 00	49,000 00
Headley	1875	Brick	70 x 84 †	Three	14	880	Furnaces	35,000 00	2,000 00	2,500 00	39,500 00
Holden	1868	Brick	69½ x 87	Four	16	1015	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Huron Street	1881	Brick	70 x 84	Three	12	756	Steam	35,000 00	2,000 00	4,500 00	41,500 00
Irving	1884	Brick	117 x 89	Three	15	945	Furnaces	45,000 00	2,500 00	2,000 00	49,500 00
Jackson Street, West	1881	Brick	107½ x 84	Three	15	945	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Jefferson	1884	Brick	75 x 125	Three	15	945	Furnaces	45,000 00	3,000 00	6,000 00	54,000 00
Jones	1875	Brick	76 x 84	Four	16	976	Steam	40,000 00	2,500 00	6,000 00	48,500 00

Keith	*1883	Brick	116½x 86	Three	15	945	Furnaces	45,000 00	2,500 00	[illegible]	[illegible]
King	1873	Brick	71x81, and addition 73 x 56	Three	18	1130	Steam	45,000 00	3,000 00	4,500 00	52,500 00
Kinzie	1872	Brick	69½x 83	Three	12	756	Furnaces	25,000 00	1,500 00	1,800 00	28,300 00
Kosciusko	1875	Brick	70 x 84	Three	12	754	Furnaces	35,000 00	2,000 00	2,500 00	39,500 00
Langland	1884	Brick	78 x 85	Three	12	756	Furnaces	35,000 00	2,500 00	2,000 00	39,500 00
La Salle	1880	Brick	107½x 84	Three	15	938	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Lawndale	1882	Brick	85 x 77	Two	8	504	Furnaces	27,500 00	1,200 00	1,200 00	29,900 00
Lincoln	1870	Brick	82½ x 76½, with wing 60½x52	Three	17	1072	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Lincoln Street	1871	Brick	70 x 82	Three	12	763	Furnaces	30,000 00	1,500 00	1,750 00	33,250 00
Longfellow	1882	Brick	86 x 79½	Three	12	756	Furnaces	35,000 00	2,000 00	2,000 00	39,000 00
Marquette	1879	Brick	107½x 84	Three	15	952	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Montefiore	1882	Brick	89 x 79½	Three	12	756	Furnaces	35,000 00	2,000 00	2,000 00	39,000 00
Montefiore	1885	Brick	51 x 110	Three	9	567	Steam	27,500 00	1,500 00	4,000 00	33,000 00
Moseley	1856	Brick	76 x 58	Three	11	667	Steam	30,000 00	2,000 00	3,000 00	35,000 00
Moseley	1875	Brick	62 x 91	Three	12	705	Steam	35,000 00	2,000 00	3,000 00	40,000 00
Motley	1884	Brick	75 x 125	Three	15	945	Furnaces	45,000 00	3,000 00	2,500 00	50,500 00
Newberry	1858	Brick	74 x 78, with wing 50 x 58	Four	23	1443	Steam	40,000 00	3,000 00	6,000 00	49,000 00
Oak Street	1880	Brick	70 x 84	Three	12	756	Steam	35,000 00	2,000 00	4,500 00	41,500 00
Oakley	1880	Brick	107½x 84	Three	15	945	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Ogden	1884	Brick	132 x 82	Three	18	1200	Furnaces	52,500 00	3,000 00	2,250 00	57,750 00
Pearson Street	1872	Brick	69½x 88½	Three	12	745	Furnaces	25,000 00	1,500 00	2,000 00	28,500 00
Pickard	1874	Brick	70 x 84	Three	12	750	Furnaces	30,000 00	2,000 00	2,500 00	34,500 00
Polk Street	1871	Brick	70 x 84	Three	12	756	Furnaces	30,000 00	1,500 00	2,000 00	33,500 00
Raymond	1879	Brick	70 x 84	Three	12	756	Steam	35,000 00	2,000 00	4,500 00	41,500 00
Scammon	1856	Stone	53 x 90	Three	11	741	Steam	30,000 00	1,750 00	4,500 00	36,250 00
Scammon	1870	Brick	70 x 84	Three	11	448	Furnaces	25,000 00	1,250 00	2,500 00	28,750 00
Scammon	1871	Wood	26 x 46	Two	2	126	Stoves	1,500 00	150 00	50 00	1,700 00
Sheldon	1874	Brick	70 x 84	Three	12	762	Furnaces	30,000 00	2,000 00	2,500 00	34,500 00
Sheridan	1881	Brick	107½x 84	Three	15	945	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Skinner	1859	Brick	74x78, with wing 50 x 58	Four	23	1383	Steam	40,000 00	3,000 00	7,000 00	50,000 00
Thirteenth Street, West	1880	Brick	70 x 84	Three	12	756	Steam	35,000 00	2,000 00	4,500 00	41,500 00
Thomas Hoyne	1885	Brick	75 x 125	Three	15	913	Steam	45,000 00	3,250 00	5,000 00	53,250 00
Throop	1878	Brick	107½x 84	Three	15	945	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Vedder Street	1873	Brick	70 x 82	Three	12	756	Furnaces	30,000 00	2,000 00	1,750 00	33,750 00
Von Humboldt	1885	Brick	75 x 125	Three	15	945	Furnaces	42,500 00	3,250 00	2,500 00	48,250 00
Wallace Street	1881	Brick	107½x 84	Three	15	945	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Walsh	1866	Wood	76 x 68½	Three	12	756	Furnaces	10,000 00	1,500 00	800 00	12,300 00
Walsh	1882	Brick	86 x 78½	Three	12	756	Furnaces	35,000 00	2,500 00	2,000 00	39,500 00
Ward	1874	Brick	70 x 84 †	Three	16	948	Furnaces	30,000 00	2,000 00	2,500 00	34,500 00
Washington	1871	Brick	81½x 100	Four	16	1075	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Webster	1883	Brick	116½x 86	Three	15	945	Furnaces	45,000 00	2,500 00	2,000 00	49,500 00
Wells	1865	Brick	68 x 86	Four	16	1000	Steam	40,000 00	2,500 00	6.000 00	48,500 00
Wells	1883	Brick	118 x 90	Three	15	935	Furnaces	45,000 00	2,500 00	2,000 00	49,500 00
Wentworth Avenue	1868	Brick	76 x 68½	Three	12	765	Furnaces	10,000 00	1,500 00	2,500 00	14,000 00
Wentworth Avenue	....	Wood	26 x 85	One	2	126	Stoves	1,000 00	200 00	100 00	1,300 00
Wicker Park	1881	Brick	107½x 84	Three	15	945	Steam	40,000 00	2,500 00	6,000 00	48,500 00
Totals	....	.....	....	......	1150	71191	....	$2,990,500 00	$187,150 00	$326,100 00	$ 3,503,750 00

*Assembly Hall in attic. †Rooms fitted up in basement.

TABLE NO. III.

MANNER OF HEATING SCHOOL BUILDINGS, COST OF FUEL, AND COMPENSATION OF ENGINEERS AND JANITORS.

SCHOOL BUILDING.	No. of Rooms in Building.	HOW HEATED.	PINE SLABS.		HARD COAL.			SOFT COAL.			Total Cost of Fuel for the Year.	Wages of Engineers and Janitors.
			Cords.	Cost.	Tons	Lbs.	Cost.	Tons.	Lbs.	Cost.		
Office				$		1000	$ 3 25			$	$ 3 25	$ 900 00
North Division High School	13	Steam	2	9 00				297	700	992 86	1,001 86	1,200 00
South Division High School	18	Steam	2	9 00				321	1455	1,074 14	1,083 14	1,820 00
West Division High School	15	Steam	2	9 00				158	1230	528 23	537 23	1,200 00
Armour Street	15	Steam						171	1940	573 97	573 97	1,200 00
§Arnold	15	Furnaces	1	4 50				109	1830	368 22	372 72	900 00
‡Brenan	15	Furnaces	3	14 00				133	970	447 17	461 17	900 00
Brighton	12	Steam	4	18 00				166	1895	557 27	557 27	1,140 00
Brown, (2 Buildings)	24	Steam	2	9 00				338	1850	1,131 13	1,140 13	1,500 00
Burr	12	Furnaces			2		13 00	142	1150	473 41	486 41	840 00
Calumet Avenue	12	Furnaces	3	13 50	7	080	44 00	114	705	379 04	436 54	810 00
Carpenter and Branch	18	Steam and Stoves			5	1000	35 75	200	310	666 54	702 29	1,500 00
Central Park and Branch	17	Steam and Stoves	2	9 00				159	170	526 73	535 73	1,440 00
Clarke and Branch	18	Steam and Stoves	2	9 00	8		50 00	253	870	844 48	903 48	1,500 00
Cottage Grove, (2 Buildings)	27	Steam and Furnace	3	13 50				268	1005	895 39	908 89	1,800 00
Division and Cleaver St.	12	Furnaces			2		13 00	154	520	514 72	527 72	810 00
Dore	16	Steam	1	4 50				186	1910	622 18	626 68	1,200 00
Douglas	18	Steam						266	1340	888 94	888 94	1,260 00
Elizabeth Street	12	Furnaces	2	9 00	109	750	683 59				692 59	810 00
*Emerson	15	Furnaces	1	4 50				171	880	574 32	578 82	1,200 00
Foster, (3 Buildings)	18	Furnaces & Stoves			110	1120	691 00				691 00	1,080 00
Franklin, (2 Buildings)	30	Steam						250	090	833 51	833 51	1,536 00
Garfield	12	Furnaces						165	110	549 01	549 01	810 00
**Haven	16	Steam	2	9 00	10		62 50	60	270	200 39	271 89	1,500 00
Hayes	16	Steam	1	4 50				171	120	569 05	573 55	1,200 00
Headley	14	Furnaces						119	560	395 57	395 57	840 00
Holden	16	Steam						223	1120	744 98	744 98	1,200 00
Huron Street	12	Steam	2	9 00				143	800	476 30	485 30	1,140 00
Irving	15	Furnaces	2	9 00				247	1600	825 99	834 99	900 00
†Jefferson	15	Steam	3	13 50				174	1830	585 12	598 62	1,200 00
Jones	16	Steam						277	1740	926 94	926 94	1,200 00
Keith	15	Furnaces	4	18 00				218	350	728 06	746 06	900 00
King	12	Furnaces			100	470	626 47				626 47	900 00

Kinzie	12	Furnaces			11		68 75	117	730	389 18	457 93	810 00
‖Langland	15	Furnaces	2	9 00				155	680	520 38	529 38	810 00
La Salle	15	Steam						172	430	572 75	572 75	1,200 00
Lawndale	8	Furnaces	4	18 00				124	1580	414 32	432 32	540 00
Lincoln	18	Steam						202	1060	674 21	674 21	1,260 00
Lincoln Street	12	Furnaces	1	4 50	9		56 25	135	730	451 35	512 10	810 00
Longfellow	12	Furnaces						181	350	602 67	602 67	810 00
Marquette	15	Steam	1	4 50				175	1100	584 80	589 30	1,206 00
Montefiore, (2 Buildings)	18	Furnaces & Stoves	2	9 00				194	480	646 66	655 66	1,260 00
Moseley, (2 Buildings)	24	Steam						223	320	743 38	743 38	1,500 00
‡Motley	15	Furnaces	2	9 00				98	430	329 03	338 03	900 00
Newberry	23	Steam	4	18 00				383	1980	1,282 27	1,300 27	1,440 00
Oak Street	12	Steam	1	4 50				166	140	552 37	556 87	1,140 00
Oakley and Branch	15	Steam	1½	6 75				208	1170	694 58	701 33	1,680 00
Ogden	18	Furnaces	1	4 50				323	1240	1,080 15	1,084 65	1,080 00
Pearson Street	12	Furnaces	2	9 00	2		13 00	110	230	364 83	386 83	810 00
Pickard	12	Furnaces	1	4 50				156	600	519 59	524 09	810 00
Polk Street	12	Furnaces			3		19 50	128	1150	428 82	448 32	810 00
Raymond	12	Steam	2	9 00				179	1340	597 88	606 88	1,140 00
Scammon, (2 Buildings)	23	Steam and Furnaces			2		13 00	307	400	1,025 09	1,038 09	1,950 00
Sheldon	12	Furnaces						139	140	461 85	461 85	810 00
Sheridan	15	Steam	1	4 50				285	1220	952 83	957 33	1,200 00
Skinner	23	Steam						318	1390	1,065 45	1,065 45	1,440 00
**Thomas Hoyne	15	Steam	1	4 50				68	810	229 14	233 64	780 00
Third Avenue	12	Furnaces	1½	6 75	117	1260	735 17				741 92	810 00
Throop	15	Steam	3	13 50				175	460	583 86	597 36	1,200 00
Vedder Street	12	Furnaces						166	1850	557 87	557 87	810 00
‡Von Humboldt	15	Furnaces	2	9 00				111	1380	374 15	383 15	900 00
Wallace Street	15	Steam	2	9 00				167	1875	558 54	567 54	1,200 00
Walsh, (2 Buildings)	24	Furnaces	2	9 00	10	050	62 66	302	1520	1,006 09	1,077 75	1,620 00
Ward	16	Furnaces			1		6 50	163	1115	545 83	552 33	900 00
Washington	16	Steam						242	590	807 58	807 58	1,380 00
Webster	15	Furnaces	2	9 00				273	815	911 94	920 94	900 00
Wells, (2 Buildings)	31	Steam and Furnaces	1	4 50				342	420	1,138 39	1,142 89	2,100 00
Wentworth Avenue, (2 Buildings)	14	Furnaces & Stoves			4		25 00	174	710	580 05	605 05	900 00
W. Fourteenth St.	12	Furnaces			2		13 00	120	990	398 86	411 86	810 00
W. Jackson St.	15	Steam	1	4 50				215	1710	719 19	723 69	1,200 00
W. Thirteenth St.	12	Steam	3	13 50				141	1900	471 51	485 01	1,140 00
Wicker Park and Branches	21	Steam and Stoves	4	18 00				249	600	826 42	844 42	1,920 00
Totals			92	$414 50	516	1730	$ 3,235 39	13071	535	$43,557 52	$ 47,207 41	$ 81,876 00

*Opened January 1, 1885.
**New Buildings—Schools not opened in these buildings till September, 1885.
§Opened April, 1885.
†Opened February, 1885.
‡Opened March, 1885..
‖Opened May, 1885.

TABLE NO. IV.

AGE OF PUPILS AT DATE OF FIRST ENROLLMENT DURING SCHOOL YEAR 1884-85.

SCHOOLS.	Between 6 and 7 years.	Between 7 and 8 years.	Between 8 and 9 years.	Between 9 and 10 years.	Between 10 and 11 years.	Between 11 and 12 years.	Between 12 and 13 years.	Between 13 and 14 years.	Between 14 and 15 years.	Between 15 and 16 years.	Between 16 and 17 years.	Over 17 years of age.	Total of all Ages.
South Division High							2	18	65	82	72	108	**347**
North Division High								19	83	117	157	155	**531**
West Division High							5	45	113	197	189	274	**823**
Armour Street	170	189	203	187	186	182	152	111	72	37	7	3	**1499**
§Arnold	76	23	12	7	12	9	13	10	1	1	0	0	**164**
‡Brenan	81	30	19	14	14	12	8	4	3	1	0	0	**186**
Brighton	144	116	101	102	89	86	72	62	24	14	1	0	**811**
Brown	180	206	241	216	247	243	245	208	147	93	56	13	**2095**
Burr	214	167	167	176	161	156	103	102	43	13	1	2	**1305**
Calumet Avenue	118	147	112	122	108	82	47	30	15	1	0	1	**778**
Carpenter	238	239	172	188	203	175	143	107	43	16	1	0	**1525**
Central Park	74	65	48	54	50	56	52	40	25	21	4	2	**491**
Clarke	229	250	208	249	194	192	207	161	66	46	16	2	**1820**
Cottage Grove	137	145	147	146	126	148	148	118	92	51	19	4	**1281**
Division and Cleaver St.	171	155	157	150	126	91	51	30	2	0	0	0	**933**
Doré	201	180	203	194	186	195	222	166	116	48	12	1	**1724**
Douglas	111	135	122	125	125	109	145	132	110	58	24	8	**1204**
Elizabeth Street	194	143	166	167	155	110	75	44	21	1	1	0	**1077**
*Emerson	50	10	6	4	4	7	7	5	2	3	0	0	**98**
Foster	162	137	148	158	161	189	207	148	97	46	10	2	**1465**
Franklin	280	243	246	288	282	305	300	257	139	54	14	5	**2408**
Garfield	172	146	124	138	119	98	57	40	17	3	3	0	**907**
Haven	73	94	121	95	102	113	118	74	74	46	13	7	**930**
Hayes	164	174	164	197	146	150	158	135	89	50	16	5	**1448**
Headley	168	187	171	186	155	152	140	83	57	30	13	4	**1346**
Holden	178	184	176	200	196	175	149	138	82	36	13	3	**1525**
Huron Street	170	180	172	148	96	73	46	18	4	0	0	0	**911**
Irving	168	125	143	182	156	109	136	115	89	39	32	6	**1250**
†Jefferson	55	42	15	14	9	16	14	14	1	1	0	0	**181**
Jones	207	108	147	131	132	137	115	104	68	43	8	14	**1209**

Keith	128	121	112	109	91	87	79	85	49	16	15	5	**897**
King	144	147	139	130	148	114	112	104	75	49	28	3	**1193**
Kinzie	78	78	89	89	95	118	125	83	71	21	6	1	**854**
‖Langland	30	10	3	6	3	1	0	0	0	0	0	0	**53**
La Salle	196	168	162	156	190	156	134	120	54	30	8	4	**1378**
Lawndale	39	28	32	31	29	37	24	19	11	4	3	0	**257**
Lincoln	144	176	166	203	156	160	162	128	85	36	15	3	**1434**
Lincoln Street	193	181	176	175	136	89	67	31	12	1	0	0	**1061**
Longfellow	229	226	191	192	195	71	49	13	2	1	0	0	**1169**
Marquette	120	148	146	145	133	129	132	129	113	43	20	14	**1272**
Montefiore	244	276	197	232	203	142	88	49	16	7	1	1	**1456**
Moseley	123	157	125	171	164	187	201	209	131	76	37	11	**1592**
‡Motley	53	18	6	5	5	8	2	4	0	0	0	0	**101**
Newberry	285	317	294	277	240	229	188	152	53	21	7	1	**2064**
Oak Street	138	142	159	161	130	100	51	33	6	4	0	0	**924**
Oakley	146	139	121	113	119	144	167	103	68	38	10	4	**1172**
Ogden	96	94	112	103	131	183	174	198	123	64	25	14	**1317**
Pearson Street	109	131	164	177	150	97	66	31	6	8	2	0	**936**
Pickard	184	207	179	178	162	110	113	87	38	5	3	4	**1270**
Polk Street	168	197	225	205	181	119	81	55	11	3	0	0	**1245**
Raymond	110	116	114	116	123	99	96	88	58	27	8	3	**958**
Scammon	191	202	205	189	211	171	143	115	68	29	8	1	**1533**
Sheldon	107	111	112	111	102	71	41	14	12	0	1	0	**682**
Sheridan	164	166	181	177	142	146	159	114	80	20	3	4	**1356**
Skinner	192	222	208	221	212	223	208	178	145	80	36	7	**1932**
Third Avenue	78	100	96	91	82	74	59	24	24	7	3	1	**639**
Throop	223	219	198	190	182	174	131	72	28	13	5	0	**1435**
Vedder Street	227	195	182	181	153	100	57	20	7	1	0	0	**1123**
‡Von Humboldt	32	20	10	4	2	4	1	1	2	2	0	0	**78**
Wallace Street	189	192	189	173	172	149	136	135	75	22	5	3	**1440**
Walsh	295	296	257	240	228	181	162	94	41	11	4	1	**1810**
Ward	224	163	193	172	173	136	87	50	16	4	1	0	**1219**
Washington	141	122	118	129	133	146	163	121	72	35	12	2	**1194**
Webster	182	155	143	139	118	120	131	93	59	27	1	2	**1170**
Wells	373	345	372	329	314	274	255	148	60	22	8	1	**2501**
Wentworth Avenue	213	197	213	194	186	161	93	66	29	4	0	0	**1356**
W. Fourteenth St.	193	231	246	210	156	103	76	23	11	3	1	0	**1253**
W. Jackson St.	111	92	89	88	90	79	81	56	46	19	8	1	**760**
W. Thirteenth St.	187	153	170	189	136	135	59	47	11	1	1	0	**1089**
Wicker Park	272	296	253	232	252	191	168	91	53	17	5	1	**1831**
	10,731	10,378	10,058	10,006	9,363	8,383	7,458	5,721	3,581	1,914	972	711	**79276**

*Opened January, 1885. †Opened February, 1885. ‡Opened March, 1885. §Opened April, 1885. ‖Opened May, 1885.

TABLE NO. V.

NUMBER ENROLLED IN EACH GRADE, IN PRIMARY AND GRAMMAR SCHOOLS, AT THE TIME OF THEIR FIRST ENROLLMENT DURING THE YEAR.

SCHOOLS.	PRIMARY DEPARTMENT.					GRAMMAR DEPARTMENT.					
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Total Primary Department.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Total Grammar Department.	Total for Whole School.
Armour Street	558	275	247	125	**1205**	150	62	38	44	**294**	**1499**
§Arnold	127	7	15	15	**164**	....	....	....	....	....	**164**
‡Brenan	153	16	13	5	**186**	....	....	....	....	....	**186**
Brighton	326	152	162	89	**729**	52	30	....	....	**82**	**811**
Brown	399	506	185	193	**1283**	316	252	137	107	**812**	**2095**
Burr	567	268	169	149	**1153**	82	27	29	14	**152**	**1305**
Calumet Avenue	329	218	157	74	**778**	....	....	....	....	....	**778**
Carpenter	617	282	238	151	**1288**	119	65	33	20	**237**	**1525**
Central Park	146	98	69	68	**381**	34	35	24	17	**110**	**491**
Clarke	649	256	305	189	**1399**	233	92	55	41	**421**	**1820**
Cottage Grove	324	167	199	177	**867**	163	136	68	47	**414**	**1281**
Division and Cleaver Street	436	238	165	94	**933**	....	....	....	....	....	**933**
Dore	563	314	296	144	**1317**	207	120	49	31	**407**	**1724**
Douglas	269	172	179	117	**737**	148	136	97	86	**467**	**1204**
Elizabeth Street	442	266	237	132	**1077**	....	....	....	....	....	**1077**
*Emerson	63	13	4	5	**85**	8	2	3	....	**13**	**98**
Foster	364	207	193	148	**912**	286	166	68	33	**553**	**1465**
Franklin	682	344	271	285	**1582**	310	292	133	91	**826**	**2408**
Garfield	447	190	146	124	**907**	....	....	....	....	....	**907**
Haven	271	146	116	149	**682**	116	44	47	41	**248**	**930**
Hayes	407	312	182	159	**1060**	142	132	53	61	**388**	**1448**
Headley	528	227	203	152	**1110**	109	56	53	18	**236**	**1346**
Holden	581	277	178	216	**1252**	144	66	50	13	**273**	**1525**
Huron Street	422	237	144	108	**911**	....	....	....	....	....	**911**
Irving	378	225	192	140	**935**	137	110	44	24	**315**	**1250**
†Jefferson	116	20	16	15	**167**	4	6	4	....	**14**	**181**
Jones	385	247	174	140	**946**	134	29	29	17	**209**	**1155**

Keith	304	156	182	82	**674**	124	43	29	27	**223**	**897**
King	363	261	174	125	**923**	124	80	40	26	**270**	**1193**
Kinzie	193	128	83	64	**468**	214	98	50	24	**386**	**854**
‖Langland	45	4	4		**53**						**53**
La Salle	445	248	190	129	**1012**	135	92	108	36	**366**	**1378**
Lawndale	54	48	54	36	**192**	25	12	15	13	**65**	**257**
Lincoln	373	193	220	225	**1011**	166	139	67	51	**423**	**1434**
Lincoln Street	459	281	182	139	**1061**						**1061**
Longfellow	709	228	168	64	**1169**						**1169**
Marquette	342	196	201	107	**846**	191	94	96	45	**426**	**1272**
Montefiore	645	347	279	185	**1456**						**1456**
Moseley	330	264	172	234	**1000**	242	180	101	69	**592**	**1592**
‡Motley	83	8	9	1	**101**						**101**
Newberry	802	376	320	254	**1752**	157	90	51	14	**312**	**2064**
Oak Street	385	283	172	84	**924**						**924**
Oakley	329	187	198	88	**802**	205	126	1	38	**370**	**1172**
Ogden	262	156	127	118	**663**	287	229	67	71	**654**	**1317**
Pearson Street	398	178	223	137	**936**						**936**
Pickard	601	209	164	185	**1159**	48	32	19	12	**111**	**1270**
Polk Street	560	333	178	174	**1245**						**1245**
Raymond	318	206	121	97	**742**	96	55	37	28	**216**	**958**
Scammon	565	346	254	149	**1314**	124	63	22	10	**219**	**1533**
Sheldon	281	154	131	116	**682**						**682**
Sheridan	522	261	137	130	**1050**	177	57	44	28	**306**	**1356**
Skinner	471	375	280	229	**1355**	214	161	112	90	**577**	**1932**
Third Avenue	285	182	109	63	**639**						**639**
Throop	634	250	205	74	**1163**	185	50	21	16	**272**	**1435**
Vedder Street	561	243	187	132	**1123**						**1123**
‡Von Humboldt	65	3	2	3	**73**	2	1	2		**5**	**78**
Wallace Street	610	303	224	139	**1276**	87	53	16	8	**164**	**1440**
Walsh	794	421	260	172	**1647**	83	49	20	11	**163**	**1810**
Ward	547	250	272	150	**1219**						**1219**
Washington	319	211	139	121	**790**	182	122	59	41	**404**	**1194**
Webster	434	142	133	151	**860**	218	47	29	16	**310**	**1170**
Wells	956	585	328	216	**2085**	244	65	88	19	**416**	**2501**
Wentworth Avenue	630	370	212	144	**1356**						**1356**
W. Fourteenth Street	748	239	150	116	**1253**						**1253**
W. Jackson Street	220	150	149	78	**597**	74	41	31	17	**163**	**760**
W. Thirteenth Street	455	262	227	145	**1089**						**1089**
Wicker Park	582	351	287	292	**1512**	139	96	47	37	**319**	**1831**
	28228	15067	11512	8511	**63318**	6637	3933	2181	1452	**14203**	**77521**
In Ungraded Room in Jones School					**54**						**54**
Total Enrollment					**63372**					**14203**	**77575**

*Opened January, 1885. †Opened February, 1885. ‡Opened March, 1885. §Opened April, 1885. ‖Opened May, 1885.

TABLE NO. VI.

MISCELLANEOUS STATISTICS OF ATTENDANCE.

SCHOOLS.	Total Enrollment.			Average Daily Membership.			Average Daily Attendance.			Per Cent. of Attendance.			Number not Absent a single half day during the year.	Number Neither Absent nor Tardy a single half day during the year.	Total Number of Tardinesses.	Number of Suspensions for Absence.	Number of Suspensions for Misconduct.
	Primary.	Grammar.	**Whole School.**	Primary.	Grammar.	**Whole School.**	Primary.	Grammar.	**Whole School.**	Primary.	Grammar.	**Whole School.**					
North Division High	......	......	**347**	....	....	**311.1**	....	....	**298.2**	......	......	**95.8**	38	28	448	......	....
South Division High	......	......	**531**	....	....	**439.3**	....	....	**410.7**	......	......	**93.5**	14	12	707	1	0
West Division High	......	......	**823**	....	....	**734.0**	....	....	**699.7**	......	......	**95.3**	62	54	409	3	1
Armour Street	1,205	294	**1499**	824.7	278.4	**1103.1**	761.0	260.2	**1021.2**	92.3	93.4	**92.5**	6	5	1,776	42	0
§Arnold	164	0	**164**	291.4	0.0	**291.4**	279.9	0.0	**279.9**	96.0	0.0	**96.0**	12	8	408	13	0
‡Brenan	186	0	**186**	250.1	0.0	**250.1**	231.3	0.0	**231.3**	92.4	0.0	**92.4**	4	2	560	3	0
Brighton	729	82	**811**	509.0	75.7	**584.7**	462.0	70.2	**532.2**	90.8	92.7	**91.0**	2	2	1,866	36	0
Brown	1,283	812	**2095**	678.1	495.9	**1174.0**	633.4	464.2	**1097.6**	93.4	93.6	**93.5**	13	10	2,127	82	0
Burr	1,153	152	**1305**	839.1	134.3	**973.4**	775.6	127.8	**903.4**	92.4	95.1	**92.9**	13	10	1,588	30	1
Calumet Ave	778	0	**778**	592.0	0.0	**592.0**	550.1	0.0	**550.1**	92.9	0.0	**92.9**	4	4	1,104	22	1
Carpenter	1,288	237	**1525**	952.9	204.5	**1157.4**	895.9	193.9	**1089.8**	94.0	94.8	**94.2**	23	20	941	20	0
Central Park	381	110	**491**	286.5	117.6	**404.1**	262.8	108.8	**371.6**	91.7	92.5	**91.9**	7	6	1,107	13	0
Clarke	1,399	421	**1820**	961.2	330.8	**1292.0**	902.1	315.8	**1217.9**	93.8	95.5	**94.3**	21	20	1,639	31	0
Cottage Grove	867	414	**1281**	626.1	376.7	**1002.8**	566.7	345.5	**912.2**	90.5	91.7	**90.9**	5	4	4,120	52	4
Division & Cleaver St.	933	0	**933**	726.8	0.0	**726.8**	687.1	0.0	**687.1**	94.6	0.0	**94.6**	21	14	765	23	0
Dore	1,317	407	**1724**	894.0	347.7	**1241.7**	819.1	326.2	**1145.3**	91.6	93.8	**92.2**	26	23	1,462	23	4
Douglas	737	467	**1204**	554.0	443.3	**997.3**	515.9	418.7	**934.6**	93.1	94.4	**93.7**	25	23	779	12	2
Elizabeth Street	1,077	0	**1077**	725.0	0.0	**725.0**	673.1	0.0	**673.1**	92.8	0.0	**92 8**	4	2	2,117	114	0
*Emerson	85	13	**98**	314.4	171.8	**486.2**	290.7	161.2	**451.9**	92.4	93.9	**93.0**	16	10	1,174	19	5
Foster	912	553	**1465**	736.4	508.1	**1244.5**	691.6	479 9	**1171.5**	93.9	94.4	**94.1**	49	37	1 514	45	0
Franklin	1,582	826	**2408**	1286.1	807.3	**2093.4**	1210.2	767.5	**1977.7**	94.1	95.0	**94.3**	56	42	3,255	21	0
Garfield	907	0	**907**	662.2	4.3	**666.5**	616.4	3.9	**620.3**	93.8	90.7	**93.0**	8	1	2,231	53	0
Haven	682	248	**930**	494.3	216.5	**710.8**	455.5	200.0	**655.5**	92 1	92.3	**92.2**	3	2	2,658	109	0
Hayes	1,060	388	**1448**	775.4	358.6	**1134.0**	715.3	332.8	**1048.1**	92.2	92.8	**92.4**	12	6	4,888	103	0
Headley	1,110	236	**1346**	771.1	225 9	**997.0**	718.1	212.0	**930.1**	93.1	93.9	**93.3**	11	11	1,848	88	1
Holden	1,252	273	**1525**	854.2	252.1	**1106.3**	783.4	236.4	**1019.8**	91.7	93.7	**92.2**	11	10	2,631	75	2
Huron Street	911	0	**911**	645.9	0.0	**645.9**	601.1	0.0	**601.1**	93.1	0.0	**93.1**	1	0	1,430	76	0
Irving	935	315	**1250**	675.3	330.2	**1005.5**	627.3	314.2	**941.5**	92.9	95.1	**93.6**	17	17	1,040	21	0

†Jefferson	167	14	181	353.8	106.6	460.4	335.2	99.7	424.9	91.9	93.5	92.2	11	9	993	18	0
Jones	1,000	209	1209	671.6	201.2	872 8	618.2	188.0	806.2	92.1	93.4	92.3	14	6	3,083	87	0
Keith	674	223	897	523.8	214.6	738.4	479.1	202.8	681.9	91.1	94.4	92.3	5	4	1,981	39	0
King	923	270	1193	709.3	259.8	969.1	656.9	240.7	897.6	92.5	92.7	92.6	14	8	958	15	2
Kinzie	468	386	854	347.1	335.3	682.4	314.2	321.8	636.0	90.5	95.9	93.2	15	8	3,240	21	0
‖Langland	53	0	53	75.6	0.0	75.6	71.8	0.0	71.8	94.8	0.0	94.8	1	0	302	3	0
La Salle	1,012	366	1378	799.1	315.0	1114.1	755.8	300.5	1056.3	94.6	96.3	94.8	26	19	2,515	25	0
Lawndale	192	65	257	161.6	57.7	219.3	148.2	54.3	202.5	91.7	94.1	92.3	0	0	642	4	2
Lincoln	1,011	423	1434	739.3	395.3	1134.6	689.8	369.7	1059.5	93.3	93 5	93.3	13	9	2,576	50	0
Lincoln Street	1,061	0	1061	804.7	0.0	804.7	748.6	0.0	748.6	93.0	0.0	93.0	0	0	828	30	1
Longfellow	1,169	0	1169	949.1	0.0	949.1	903.0	0.0	903.0	95.1	0.0	95.1	12	9	630	15	1
Marquette	846	426	1272	663.0	384 8	1047.8	622.8	365.8	988.6	93.9	95.0	94.3	15	8	980	5	2
Montefiore	1,456	0	1456	1088.4	0.0	1088.4	1018.2	0.0	1018.2	93.5	0.0	93.5	16	10	2,387	18	0
Moseley	1,000	592	1592	759.3	527.5	1286.8	706.0	496.4	1202.4	92.9	94.1	93.4	16	7	3,911	27	5
‡Motley	101	0	101	355.8	0.0	355.8	340.7	0.0	340.7	95.7	0.0	95.7	11	10	415	7	0
Newberry	1,752	312	2064	1321.4	294.0	1615.4	1250.0	279.9	1529.9	94.5	95.2	94.7	75	56	2,913	40	1
Oak Street	924	0	924	708.5	0.0	708.5	662.3	0.0	662.3	93.4	0.0	93.4	5	2	1,245	46	0
Oakley	802	370	1172	583.8	327.8	911.6	530.1	302.4	832.5	90.8	92.2	91.3	2	1	3,300	56	0
Ogden	663	654	1317	484.8	589.7	1074.5	448.0	550.8	998.8	92 4	93.4	93.0	11	7	3,448	30	0
Pearson Street	936	0	936	704·2	0.0	704.2	652.1	0.0	652.1	92.6	0 0	92.6	11	1	710	45	0
Pickard	1,159	111	1270	842.3	106.7	949.0	772.0	98.4	870.4	91.6	92.2	91.7	5	3	829	43	2
Polk Street	1,245	0	1245	934.6	0.0	934.6	884.2	0.0	884.2	94.6	0 0	94.6	20	19	610	28	1
Raymond	742	216	958	522.3	189.8	712.1	478.5	179.1	657.6	91.0	94.3	92.3	13	12	1,238	37	0
Scammon‖	1,314	219	1533	930.3	188.4	1118.7	854.1	176.8	1030.9	91 8	93.8	92.2	15	13	1,903	40	0
Sheldon	682	0	682	526.4	0.0	526.4	490.2	0.0	490.2	93.1	0.0	93.1	11	4	1,490	11	6
Sheridan	1,050	306	1356	724.3	282.4	1006.7	664.9	265.0	929.9	91 8	93.8	92.3	0	0	2,033	26	0
Skinner	1,355	577	1932	941.0	532.5	1473.5	879.8	506.8	1386.6	93 5	95.1	94.1	31	25	2,278	50	0
Third Avenue	639	0	639	452.2	0.0	452.2	404.2	0.0	404.2	89.4	0.0	89.4	2	2	2,272	48	2
Throop	1,163	272	1435	929.3	247.5	1176 8	885.7	237.6	1123.3	95.3	96.0	95.4	46	17	903	19	0
Vedder Street	1,123	0	1123	848.7	0.0	848.7	800.5	0.0	800.5	94.3	0.0	94.3	6	40	2,369	42	1
‡Von Humboldt	73	5	78	151.4	40.2	191.6	143.1	38.0	181.1	94 5	94.5	94.5	1	3	260	4	1
Wallace Street	1,276	164	1440	890.1	141.6	1031.7	795.0	130.8	925.8	89.3	92.3	89.7	5	0	4,066	96	0
Walsh	1,647	163	1810	1246.8	172.5	1419.3	1152.2	161.5	1313.7	92.4	93 6	92.6	9	3	1,303	40	3
Ward	1,219	0	1219	906.3	0.0	906.3	844.7	0.0	844.7	93.2	0.0	93.2	10	7	4,156	78	0
Washington	790	404	1194	599.6	376.6	976.2	558.9	355.8	914.7	93.2	94.4	93.7	14	7	2,792	10	1
Webster	860	310	1170	713.2	222.5	935.7	652.5	209.6	862.1	91.4	94.2	92.1	0	9	2,480	17	2
Wells	2,085	416	2501	1536.9	361.9	1898.8	1433.9	340.8	1774.7	93.1	94.1	93.4	26	0	4,926	28	7
Wentworth Ave	1,356	0	1356	1038.4	0.0	1038.4	984.0	0.0	984.0	94.8	0.0	94.8	28	15	1,546	50	0
W. Fourteenth St	1,233	0	1253	910.3	12.7	923.0	846.2	11.5	857.7	92.9	90.5	92.9	13	23	1,338	47	1
W. Jackson St	597	163	760	470.6	147.5	618.1	432.3	137.6	569.9	91.8	93.2	92.1	4	9	2,989	50	3
W. Thirteenth St	1,089	0	1089	774.9	0.0	774 9	716.1	0.0	716.1	92.4	0.0	92.4	5	4	866	29	1
Wicker Park	1,512	319	1831	1056.6	310 3	1366.9	990.6	293.8	1284.4	93.7	94.6	93.9	17	5	2,415	48	1
Total Primary and Grammar Grades.	63,372	14,208	....	47676.9	13022.1	....	44330.2	12255.1	....	93.0	94.1	......	......	......	....	......	...
Total for all Schools	......	......	79276	......	......	62183.4	......	......	57993.9	......	......	93.3	1,038	777	128,711	2,547	67

*Opened January, 1885. †Opened February, 1885. ‡Opened March, 1885. §Opened April, 1885. ‖Opened May, 1885.

TABLE NO. VII.

AVERAGE DAILY MEMBERSHIP, BY GRADES, FOR EACH PRIMARY AND GRAMMAR SCHOOL.

SCHOOLS.	PRIMARY DEPARTMENT.					GRAMMAR DEPARTMENT.					
	First Grade.	Second Grade.	Third Grade.	Fourth Grade	Total Primary Grades.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Total Grammar Grades.	Total for Whole School.
Armour Street	343.6	199.6	176.8	104.7	**824.7**	142.2	62.5	32.6	41.1	**278.4**	**1103.1**
§Arnold	116.9	64.3	62.8	47.4	**291.4**	....	....	....	....	....	**291.4**
‡Brenan	114.1	70.3	42.8	22.9	**250.1**	....	....	....	....	....	**250.1**
Brighton	170.0	138.7	128.0	72.3	**509.0**	45.2	21.7	8.8	....	**75.7**	**584.7**
Brown	174.2	212.2	177.7	114.0	**678.1**	173 8	150.3	88.0	83.8	**495.9**	**1174.0**
Burr	354.9	203.0	160.4	120.8	**839.1**	74.7	19.1	27.4	13.1	**134.3**	**973.4**
Calumet Avenue	206.7	152.6	129.7	103.0	**592.0**	....	....	....	....	....	**592.0**
Carpenter	397.6	248.1	156.4	150.8	**952.9**	100.4	60.0	25.2	18.9	**204.5**	**1157.4**
Central Park	78.2	95.1	61.2	52.0	**286.5**	38.7	31.8	32.5	14.6	**117.6**	**404.1**
Clarke	401.3	197.9	221.3	140.7	**961.2**	178.0	78.1	37.1	37.6	**330.8**	**1292.0**
Cottage Grove	184.2	145.1	161.4	135.4	**626.1**	133.7	120.4	81.1	41.5	**376.7**	**1002.8**
Division and Cleaver St.	271.2	222.4	147.9	85.3	**726.8**	....	....	....	....	....	**726.8**
Dore	342.6	232.4	178.5	140.5	**894.0**	175.6	93.1	45.3	33.7	**347.7**	**1241.7**
Douglas	181.2	133.8	127.1	111.9	**554.0**	138.0	136.7	92.0	76.6	**443.3**	**997.3**
Elizabeth Street	254.9	191.6	170.0	108.5	**725.0**	....	....	....	....	....	**725.0**
*Emerson	98.2	101.1	57.2	57.9	**314.4**	77.0	59.2	35.6	....	**171.8**	**486.2**
Foster	239.4	193.1	172.5	131.4	**736.4**	261 8	149.7	61.0	35.6	**508.1**	**1244.5**
Franklin	449.3	279.4	296.9	260 5	**1286.1**	334.3	257.6	135.7	79.7	**807.3**	**2093.4**
Garfield	272.7	174.5	104.0	111.0	**662.2**	4.3	....	....	....	**4.3**	**666.5**
Haven	168.2	109.7	93.5	122.9	**494.3**	99.3	35.6	43.0	38.6	**216.5**	**710.8**
Hayes	200.9	303.3	164.1	107.1	**775.4**	133.1	121.7	49.8	54.0	**358 6**	**1134.0**
Headley	325.7	175.4	157.7	112.3	**771.1**	101.9	59.5	41.6	22.9	**225.9**	**997.0**
Holden	363.1	208.9	134.6	147.6	**854.2**	141.2	53.7	37.6	19.6	**252.1**	**1106.3**
Huron Street	246.3	181.5	133.4	84.7	**645.9**	....	....	....	....	....	**645.9**
Irving	220.5	188.8	185.6	80.4	**675.3**	140.0	93.7	63.3	33.2	**330.2**	**1005.5**
†Jefferson	119.8	98.2	72.3	63.5	**353.8**	61.5	29.3	15 8	....	**106.6**	**460.4**
Jones	201.9	209.9	137.5	96.9	**646.2**	121.2	41.2	22.3	16.5	**201.2**	**847.4**
Keith	183.1	150.7	106.9	83.1	**523.8**	108.1	55.0	28.0	23.5	**214.6**	**738.4**

King	213.8	217.2	165.2	113.1	709.3	123.2	68.7	34.3	33.6	259.8	969.1
Kinzie	122.9	103.7	67.2	53.3	347.1	171.5	77.4	50.2	36.2	335.3	682.4
‖Langland	23.8	15.8	18.3	17.7	75.6						75.6
La Salle	325.4	197.5	161.8	114.4	799.1	115.7	83.8	82.1	33.4	315.0	1114.1
Lawndale	46.5	43.5	43.9	27.7	161.6	22.0	10.6	14.0	11.1	57.7	219.3
Lincoln	230.4	156.3	177.6	175.0	739.3	146.9	122.5	79.0	46.9	395.3	1134.6
Lincoln Street	299.5	222.6	163.7	118.9	804.7						804.7
Longfellow	526.2	206 8	149.7	66.4	949.1						949.1
Marquette	199.8	185.1	181.1	97.0	663.0	170.4	84.6	89.3	40.5	384.8	1047.8
Montefiore	426.8	298.3	208.2	155.1	1088.4						1088.4
Moseley	214.9	214.8	156.4	173.2	759.3	237.9	147.0	79 5	63.1	527.5	1286.8
‡Motley	139.3	107.0	72.8	36.7	355.8						355.8
Newberry	532 1	324.2	253.1	212.0	1321.4	164.4	84.7	32.6	12.3	294.0	1615.4
Oak Street	249.0	230.0	149.5	80.0	708.5						708.5
Oakley	196.7	164.1	148.7	74.3	583.8	159.5	112.3	23.3	32.7	327.8	911.6
Ogden	137.6	109.4	142.6	95.2	484.8	274.9	168.7	88.6	57.5	589.7	1074.5
Pearson Street	261.0	182.4	161.0	99.8	704.2						704.2
Pickard	397.0	173.9	121.2	150.2	842.3	47.2	29.1	19.4	11.0	106.7	949.0
Polk Street	379 5	256.9	143 5	154.7	934.6						934.6
Raymond	175.9	159.3	97.1	90.0	522.3	86.8	49.4	28 5	25.1	189.8	712.1
Scammon	289.8	279.6	226.6	134.3	930.3	115.6	49.0	16.3	7.5	188.4	1118.7
Sheldon	190.2	129.2	106.0	101.0	526.4						526.4
Sheridan	309.1	190 2	111.2	113.8	724.3	167.1	48.9	41.7	24.7	282.4	1006.7
Skinner	269.4	261.7	219 1	190.8	941.0	197.4	151.7	99 9	83.5	532.5	1473.5
Third Avenue	161 5	151.6	83.4	55 7	452.2						452.2
Throop	452.7	308.2	105.5	62.9	929.3	152.4	70.6	11.9	12.6	247.5	1176.8
Vedder Street	340.3	231.2	161.2	116.0	848.7						848.7
‡Von Humboldt	47.6	52.6	30.0	21.2	151.4	23.7	9.4	7.1		40.2	191.6
Wallace Street	362.9	251.0	131.3	144.9	890.1	67.3	54.3	13.7	6.3	141.6	1031.7
Walsh	508.4	372 5	191.7	174.2	1246.8	93.4	49.4	19.9	9 8	172.5	1419.3
Ward	323.9	233.0	230.6	118.8	906.3						906.3
Washington	199.0	186.6	122.0	92.0	599.6	166.8	120.1	58.6	31.1	376.6	976.2
Webster	244.0	219.9	153.8	95.5	713.2	134.0	47.0	26.8	14.7	222.5	935.7
Wells	602.0	495.1	290.9	148.9	1536.9	209.2	68.9	66.6	17.2	361.9	1898.8
Wentworth Avenue	367.2	368.9	179.7	122.6	1038.4						1038.4
W. Fourteenth St.	475.1	200.7	123.4	111.1	910.3	12.7				12.7	923.0
W. Jackson St.	124.6	155.9	113.7	76.4	470.6	54.4	49.7	27.4	16.0	147.5	618.1
W. Thirteenth St.	270.5	213.4	171.9	119.1	774.9						774.9
Wicker Park	330.5	302.6	232.7	190.8	1056.6	156.3	77.2	41.7	35.1	310.3	1366.9
	17647.5	13054.3	9685.5	7264.2	47651.5	6054.7	3564.9	2056.1	1346.4	13022.1	60673.6
In Ungraded Room in Jones School					25.4						25.4
					47676.9						60699.0

*Opened January, 1885. †Opened February, 1885. ‡Opened March, 1885. §Opened April, 1885. ‖Opened May, 1885.

TABLE No. VIII.

AVERAGE DAILY ATTENDANCE, BY GRADES, FOR EACH PRIMARY AND GRAMMAR SCHOOL.

SCHOOLS.	PRIMARY DEPARTMENT.					GRAMMAR DEPARTMENT.					Total for Whole School.
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Total Primary Grades.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Total Grammar Grades.	
Armour Street	315.8	185.6	163.7	95.9	**761.0**	131.0	59 3	30.8	39 1	**260.2**	**1021.2**
§Arnold	112.1	62.2	60 0	45.6	**279.9**	------	------	------	------	--------	**279.9**
‡Brenan	106.0	65.2	39.2	20.9	**231.3**	------	------	------	------	--------	**231.3**
Brighton	153.2	125 8	117.1	65.9	**462.0**	41.4	20.5	8.3	------	**70.2**	**532.2**
Brown	162.4	198.8	166.0	106.2	**633.4**	160 0	140.2	83.7	80 3	**464.2**	**1097.6**
Burr	328.6	188.1	147.1	111.8	**775.6**	70.3	18 2	26.6	12.7	**127.8**	**903.4**
Calumet Avenue	190.4	142.9	120.4	96.4	**550.1**	------	------	------	------	--------	**550.1**
Carpenter	372.4	233.2	147.7	142.6	**895.9**	95.4	56.6	23.7	18.2	**193.9**	**1089.8**
Central Park	70 2	87.8	56.6	48.2	**262.8**	35.9	29.1	30.1	13.7	**108.8**	**371.6**
Clarke	376 7	186.2	206.5	132.7	**902.1**	169.0	74.2	35.9	36.7	**315.8**	**1217.9**
Cottage Grove	165.9	132.2	147.4	121.2	**566.7**	122.7	108 9	74 6	39.3	**345.5**	**912.2**
Division and Cleaver St	256.3	208 9	139.9	82.0	**687.1**	------	------	------	------	--------	**687.1**
Dore	311.5	214.1	165.1	128.4	**819.1**	162 7	87.5	43.2	32 8	**326.2**	**1145.3**
Douglas	167.5	125.7	119.2	103.5	**515.9**	130.1	128.4	86.7	73.5	**418.7**	**934.6**
Elizabeth	234.6	178.3	158.1	102.1	**673.1**	------	------	------	------	--------	**673.1**
*Emerson	89.4	97.0	52.3	52.0	**290.7**	72 4	54.8	34.0	------	**161.2**	**451.9**
Foster	224.2	181.3	162.9	123.2	**691.6**	247.0	140.8	57.4	34.7	**479.9**	**1171.5**
Franklin	418.7	263.8	281.1	246.6	**1210.2**	314.7	244 5	131.0	77.3	**767.5**	**1977.7**
Garfield	252.7	162.6	97.9	103.2	**616.4**	3.9	------	------	------	**3.9**	**620.3**
Haven	153.5	102.3	86.2	113.5	**455.5**	87.5	36 0	40.2	36.3	**200.0**	**655.5**
Hayes	184.7	280.3	151.3	99.0	**715.3**	124.2	111.6	46.1	50 9	**332.8**	**1048.1**
Headley	303.2	163.3	146.6	105.0	**718.1**	96.2	55.0	39.0	21.8	**212.0**	**930.1**
Holden	328.7	196.0	123.0	135.7	**783.4**	131.0	50.1	36.1	19.2	**236.4**	**1019.8**
Huron Street	229.0	168.4	124.1	79.6	**601.1**	------	------	------	------	--------	**601.1**
Irving	202.9	176.2	174.0	74.2	**627.3**	132.1	88.7	61.5	31.9	**314.2**	**941.5**
†Jefferson	109.3	90 2	67.2	58.5	**325.2**	57.0	27.6	15.1	------	**99.7**	**424.9**
Jones	184.9	194.2	126.9	89.3	**595.3**	112.7	38 0	21.2	16.1	**188.0**	**783.3**
Keith	170.2	143.6	91.1	74.2	**479 1**	105.4	49.0	26.2	22.2	**202.8**	**681.9**

King	196.9	200.4	153.7	105 9	**656.9**	114.2	63.4	32.8	30.8	**240.7**	**897.6**
Kinzie	111.3	95.2	63.8	43.9	**314.2**	166.8	73.0	47.1	34.9	**321.8**	**636.0**
‖Langland	22.5	14.9	17.5	16.9	**71.8**	------	------	------	------	--------	**71.8**
La Salle	306.4	187.2	158.5	108.7	**755.8**	110.0	79.7	78.5	32.3	**300.5**	**1056.3**
Lawndale	42.0	40.1	40.4	25.7	**148.2**	20 6	10.0	13.2	10 5	**54.3**	**202.5**
Lincoln	212.5	145.5	167.6	164.2	**689.8**	136.1	114 2	74.4	45.0	**369.7**	**1059.5**
Lincoln Street	278.9	207.2	151.3	111.2	**748.6**	------	------	------	------	--------	**748.6**
Longfellow	498.6	197.8	142.8	63.8	**903.0**	------	------	------	------	--------	**903.0**
Marquette	183.9	175.0	171.8	92 1	**622.8**	162.3	80.6	84.4	38.5	**365.8**	**988.6**
Montefiore	397.7	278.9	195.4	146.2	**1018.2**	------	------	------	------	--------	**1018.2**
Moseley	191.3	206.4	147 4	160.9	**706.0**	223.2	137.5	74.9	60.8	**496.4**	**1202.4**
‡Motley	133.3	102.7	69.6	35.1	**340.7**	------	------	------	------	--------	**340.7**
Newberry	501.4	308.7	240.3	199.6	**1250.0**	156.4	80.2	31.2	12.1	**279.9**	**1529.9**
Oak Street	232.3	217.2	137.9	74.9	**662.3**	------	------	------	------	--------	**662.3**
Oakley	175.6	151.3	135 8	67.4	**530.1**	146.2	104 1	21.6	30.5	**302.4**	**832.5**
Ogden	117.9	107.8	133.0	89.3	**448.0**	254.8	156.8	84.0	55.2	**550.8**	**998.8**
Pearson Street	234.2	170 7	156.6	90.6	**652.1**	------	------	------	------	--------	**652.1**
Pickard	361.4	160.5	111.1	139.0	**772.0**	43.0	26 9	18.2	10.3	**98.4**	**870.4**
Polk Street	356.6	244.9	134.9	147.8	**884.2**	------	------	------	------	--------	**884.2**
Raymond	158.8	147.6	89.1	83.0	**478.5**	80.9	46.7	27.2	24.3	**179.1**	**657.6**
Scammon	265.6	257.4	208.5	122.6	**854.1**	107.6	46 5	15.3	7.4	**176.8**	**1030.9**
Sheldon	177.1	121.0	97.8	94.3	**490.2**	------	------	------	------	--------	**490.2**
Sheridan	283.4	176.0	101.6	103.9	**664.9**	156.0	45.7	39.4	23.9	**265.0**	**929.9**
Skinner	248.8	247.2	204.1	179.7	**879.8**	187.3	142.8	95.5	81.2	**506.8**	**1386.6**
Third Avenue	144.0	135.3	73.9	51.0	**404 2**	------	------	------	------	--------	**404.2**
Throop	430.5	241 4	153.5	60.3	**885.7**	145.7	68.1	11.5	12.3	**237.6**	**1123.3**
Vedder Street	321.1	217.8	152.4	109.2	**800.5**	------	------	------	------	--------	**806.5**
‡Von Humboldt	45.1	49.4	28.4	20.2	**143.1**	22.3	9.0	6.7	------	**38.0**	**181.1**
Wallace Street	320.9	225.8	117.7	130.6	**795.0**	61.0	51.2	12.6	6.0	**130.8**	**925.8**
Walsh	465.2	345.7	178.1	163.2	**1152.2**	87.4	45.9	18.8	9.4	**161.5**	**1313.7**
Ward	299.0	219 0	215.5	111.2	**844.7**	------	------	------	------	--------	**844.7**
Washington	184.8	174.4	114.3	85.4	**558.9**	157.2	113.5	54.8	30.3	**355.8**	**914.7**
Webster	220.7	202.6	142.3	86.9	**652 5**	126.5	44.1	25.1	13.9	**209.6**	**862.1**
Wells	560 8	461.2	274.9	137.0	**1433.9**	196.2	64.6	63.1	16.9	**340.8**	**1774.7**
Wentworth Avenue	348.0	350.3	170.3	115.4	**984.0**	------	------	------	------	--------	**984.0**
W. Fourteenth St.	443.1	185.8	115.0	102.3	**846.2**	11.5	------	------	------	**11.5**	**857.7**
W. Jackson St.	114.5	143.3	104 5	70.0	**432.3**	50 5	46.3	25.3	15.5	**137.6**	**569.9**
W. Thirteenth St.	247.6	197.6	159.8	111 1	**716.1**	------	------	------	------	--------	**716.1**
Wicker Park	306.2	282.2	222.8	179.4	**990.6**	146.8	73.5	39.1	34.4	**293.8**	**1284.4**
Totals	16314.9	12147.6	9087.5	6757.3	**44307.3**	5673.1	3343.3	1945.6	1293.1	**12255.1**	**56562.4**
In Ungraded Room in Jones School	------	------	------	------	**22.9**	------	------	------	------	-----------	**22.9**
Totals	------	------	------	------	**44330.2**	------	------	------	------	**12255.1**	**56585.3**

*Opened January, 1885. †Opened February, 1885. ‡Opened March, 1885. §Opened April, 1885 ‖Opened May, 1885.

TABLE NO. IX.

PROMOTIONS FROM GRADE TO GRADE IN PRIMARY AND GRAMMAR DEPARTMENTS.

Schools.	PRIMARY DEPARTMENT.					GRAMMAR DEPARTMENT.					Total for Whole School.
	From First to Second Grade.	From Second to Third Grade.	From Third to Fourth Grade.	From Fourth to Fifth Grade.	Total Primary Grades.	From Fifth to Sixth Grade.	From Sixth to Seventh Grade.	From Seventh to Eighth Grade.	From Eighth to Ninth Grade.	Total Grammar Grades.	
Armour Street	232	143	123	75	**573**	75	39	29	36	**179**	**752**
§Arnold	47	50	48	33	**178**						**178**
‡Brenan	60	35	41		**136**						**136**
Brighton	61	92	74	47	**274**	19	27			**46**	**320**
Brown	101	175	140	77	**493**	109	97	60	85	**351**	**844**
Burr	163	142	79	88	**472**	22	23	35	11	**91**	**563**
Calumet Avenue	143	136	116	56	**451**						**451**
Carpenter	170	125	145	73	**513**	90	41	21	19	**171**	**684**
Central Park	60	51	58	45	**214**	35	27	17	14	**93**	**307**
Clarke	170	126	134	95	**525**	112	56	24	36	**228**	**753**
Cottage Grove	149	119	140	156	**564**	111	110	60	40	**321**	**885**
Division and Cleaver Street	170	99	109	68	**446**						**446**
Dore	165	63	126	68	**422**	103	65	42	27	**237**	**659**
Douglas	125	136	110	80	**451**	85	76	50	72	**283**	**734**
Elizabeth Street	144	98	96	86	**424**						**424**
*Emerson	109	134	120	58	**421**	87	56	36		**179**	**600**
Foster	184	118	129	91	**522**	155	83	45	31	**314**	**836**
Franklin	291	310	271	198	**1070**	233	164	93	65	**555**	**1625**
Garfield	191	84	102	79	**456**						**456**
Haven	100	74	70	54	**298**	74	40	29	39	**182**	**480**
Hayes	183	182	129	123	**617**	123	90	38	48	**299**	**916**
Headley	151	112	121	109	**493**	65	20	40	17	**142**	**635**
Holden	154	159	121	112	**546**	100	33	39	26	**198**	**744**
Huron Street	196	115	113	87	**511**						**511**
Irving	149	165	113	94	**521**	108	91	69	32	**300**	**821**
†Jefferson	67	39	50	47	**203**	58	30	24		**112**	**315**
Jones	135	161	93	92	**481**	78	30	18	16	**142**	**623**
Keith	114	101	102	90	**407**	75	29	23	23	**150**	**557**

King	135	175	131	89	**530**	82	46	44	88	**210**	**740**
Kinzie	36	56	59	28	**179**	79	68	41	22	**210**	**389**
‖Langland	13	15	11	19	**58**	....	....	....	....	....	**58**
La Salle	151	77	84	74	**386**	81	31	41	26	**179**	**565**
Lawndale	25	38	41	25	**129**	9	9	6	8	**32**	**161**
Lincoln	109	119	108	107	**443**	126	72	49	39	**286**	**729**
Lincoln Street	138	148	117	104	**507**	....	....	....	....	....	**507**
Longfellow	94	76	108	41	**319**	....	....	....	....	....	**319**
Marquette	126	97	135	53	**411**	123	78	52	35	**283**	**694**
Montefiore	163	125	118	81	**487**	....	....	....	....	....	**487**
Moseley	66	197	109	170	**542**	127	116	66	61	**370**	**912**
‡Motley	90	78	41	27	**236**	....	....	....	....	....	**236**
Newberry	280	176	140	124	**720**	77	46	19	11	**153**	**873**
Oak Street	177	160	91	74	**502**	....	....	....	....	....	**502**
Oakley	96	97	121	53	**367**	116	63	25	22	**226**	**593**
Ogden	118	69	126	70	**383**	113	119	61	52	**345**	**728**
Pearson Street	175	123	138	101	**537**	....	....	....	....	....	**537**
Pickard	84	152	139	124	**499**	18	18	13	9	**58**	**557**
Polk Street	184	158	146	86	**574**	....	....	....	....	....	**574**
Raymond	107	134	109	113	**463**	55	40	24	23	**142**	**605**
Scammon	214	203	160	83	**660**	50	16	11	7	**84**	**744**
Sheldon	93	111	79	109	**392**	....	....	....	....	....	**392**
Sheridan	214	109	112	95	**530**	71	53	35	20	**179**	**709**
Skinner	217	233	232	187	**869**	178	141	81	85	**485**	**1354**
Third Avenue	100	52	49	38	**239**	....	....	....	....	....	**239**
Throop	206	147	108	72	**533**	104	33	8	11	**156**	**689**
Vedder Street	278	168	147	124	**517**	....	....	....	....	....	**717**
‡Von Humboldt	45	46	44	38	**173**	21	12	12	....	**45**	**218**
Wallace Street	173	105	110	72	**460**	45	37	12	6	**100**	**560**
Walsh	325	282	175	112	**894**	60	34	12	8	**114**	**1008**
Ward	209	183	128	93	**613**	....	....	....	....	....	**613**
Washington	125	119	92	81	**417**	113	91	37	27	**268**	**685**
Webster	129	231	119	40	**519**	78	41	21	14	**154**	**673**
Wells	359	230	133	105	**827**	133	26	5	16	**180**	**1007**
Wentworth Avenue	220	204	116	69	**609**	....	....	....	....	....	**609**
W. Fourteenth St.	208	163	114	91	**576**	....	....	....	....	....	**576**
W. Jackson St.	101	85	59	37	**282**	65	36	17	15	**133**	**415**
W. Thirteenth St.	146	96	134	100	**476**	....	....	....	....	....	**476**
Wicker Park	388	261	184	181	**1014**	87	72	31	35	**225**	**1239**
Total Promotions	10101	8642	7440	5571	**31754**	3928	2520	1515	1227	**9190**	**40944**

*Opened January, 1885. †Opened February, 1885. ‡Opened March, 1885. §Opened April, 1885. ‖Opened May, 1888.

HIGH SCHOOLS.

ENROLLMENT, ATTENDANCE, ETC., DURING SCHOOL YEAR 1884-85.

HIGH SCHOOLS.	Enrollment of Pupils.								Age of Pupils at Date of First Enrollment During the Year.						
	BY GRADES.					BY SEXES.									
	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	**Total.**	Males.	Females.	**Total.**	Between 12 and 13 Years.	Between 13 and 14 Years.	Between 14 and 15 Years.	Between 15 and 16 Years.	Between 16 and 17 Years.	Over 17 Years.	**Total.**
North Division......	186	88	39	34	**347**	108	239	**347**	2	18	65	82	72	108	**347**
South Division.......	245	182	74	30	**531**	141	390	**531**	0	19	83	117	157	155	**531**
West Division.......	396	212	123	92	**823**	214	609	**823**	5	45	113	197	189	274	**823**
Totals............	827	482	236	156	**1701**	463	1238	**1701**	7	82	261	396	418	537	**1701**

High Schools.	Average Daily Membership.					Average Daily Attendance.					Per Cent. of Attendance.					Promotions by Grades.					Graduates.		
	GRADES.					GRADES.					BY GRADES.												
	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	**Total.**	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	**Total.**	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	**Total.**	Ninth to Tenth.	Tenth to Eleventh.	Eleventh to Twelfth.	Graduates.	**Total.**	Three Year Clas'cal Course.	Four Year Clas'cal Course.	Four Year Gen'ral Course.
N. Div.	154.6	78.0	46.3	32.2	**311.1**	147.4	75.3	44.5	31.0	**298.2**	95.3	96.5	96 1	96.2	**95.8**	111	75	30	32	**248**	1	0	31
S. Div.	201.0	149.3	63.7	25.3	**439.3**	188.4	139.2	59.1	24.0	**410.7**	93.7	93.2	92.8	94.8	**93.5**	161	83	36	28	**308**	4	0	24
W. Div.	351 2	181.8	113.2	87.8	**734.0**	334.1	173.2	109.0	83.4	**699.7**	95.1	95,3	96.2	94.9	**95.3**	279	150	104	86	**619**	7	7	72
Totals..	706.8	409.1	223.2	145.3	**1484.4**	669.9	387.7	212.6	138.4	**1408.6**	94.7	94.7	95.2	95.2	**94.2**	551	308	170	146	**1175**	12	7	137

HIGH SCHOOLS.

EXPENDITURES ON ACCOUNT OF HIGH SCHOOLS FOR THE SCHOOL YEAR 1884-85.

HIGH SCHOOLS.	Average Daily Membership.	Amount paid for Tuition.	Cost per Pupil for Tuition.	Amount paid for Fuel, Janitors' Services, and other Incidental Expenses.	Total Cost of High Schools.	Total Cost per Pupil.
North Division	311.1	$ 14,463 64	$ 46 49	$ 1,969 65	$ 16,433 29	$ 52 82
South Division	439.3	19,306 21	43 94	2,261 17	21,567 38	49 09
West Division	734.0	26,844 45	36 57	2,723 36	29,567 81	40 28
Totals	1,484.4	$ 60,614 30	$ 40 83	$ 6,954 18	$ 67,568 48	$ 45 52

HIGH SCHOOL GRADUATES.

THREE YEAR CLASSICAL COURSE.

The following named pupils completed the Three Year Classical Course and were awarded diplomas at the close of the year:

NORTH DIVISION HIGH SCHOOL.

Arthur L. Griffin.

SOUTH DIVISION HIGH SCHOOL.

Albert H. Loeb, William P. Sidley,
Lessing Rosenthal, Isabelle Stone.

WEST DIVISION HIGH SCHOOL.

Arthur H. Armstrong, George W. Dixon, Grant M. Ford,
Alice G. Hinchliffe, Walter S. Holden,
Francis H. Nichols, Jr., James Gamble Rogers.

FOUR YEAR CLASSICAL COURSE.

The following named pupils completed the Four Year Classical Course, and were awarded diplomas at the close of the year;

WEST DIVISION HIGH SCHOOL.

Robert R. Bailey,
William E. Clarke, Jr.,
Ford Jones,
Fred. S. Loomis,
Robert B. Preble,
Erich B. Ruthenberg,
Stewart B. Sabin.

FOUR YEAR GENERAL COURSE.

The following named pupils completed the Four Year General Course, and were awarded diplomas at the close of the year:

NORTH DIVISION HIGH SCHOOL.

Ernest R. Aldrich,
Ethel Austin,
Annie Laurie Bacon,
Minnie B. Baker,
Minnie W. Barnes,
Sarah J. Baynes,
Cornelia Beardsley,
Marie Bellinghausen,
Annie S. Berryman,
Julia V. Cannon,
Sadie C. Carney,
Edith V. Clybourn,
Frank N. Corbin,
May E. Curtiss,
Mary T. Flynn,
Emma R. Heffern,
Emma Irene Johnson,
Nellie Joy,
Annie Kinsella,
Otto W. Lewke,
E. Adele Newell,
Anastasia L. Riley,
Ida Schifflin,
Jeannette S. Shipman,
Hattie W. Smith,
Mattie K. Smith,
Matilda Stern,
Stella V. Sturges,
William J. Thayer,
Jennie E. Upham,
August von Glahn.

SOUTH DIVISION HIGH SCHOOL.

William R. Barnes,
George K. Barrett,
Frank M. Case,
Carrie H. Cook,
Emily A. Dobson,
Elizabeth I. Farrel,
Sadie Gottlieb,
Edward B. Griswold,
William J. Irwin,
Gertrude M. Jacobs,
Jennie A. Keefe,
Eliza M. Levy,
Minnie H. Newby,
Sarah H. O'Neill,
Nellie G. Pond,
Julia Rosenthal,
Bessie S. Rust,
Mary E. Sibley,
Ida E. Strawbridge,
Mamie E. Underwood,
Mabel M. Vredenburgh
Lula Weeks,
Nellie J. Walsh,
Alice G. Wigneg.

WEST DIVISION HIGH SCHOOL.

Olive T. Atkinson,
Constance Bennett,
Ada E. Birdsey,
Minnie F. Boland,
Lizzie V. Borthwick,
May A. Burlin,
Alice L. Burns,
Lillian E. Busch,
Maud I. Christian,
Adda M. Clark,
Esther Friend,
Virginia Gise,
Mattie Graham,
Annie I. Hansen,
Othelia T. Heller,
Carrie Hershman,
George I. Hicks,
Thomas S. Hiles,
Hattie L. Hinchman,
Edward B. Holden,
Minnie L. Olsen,
Anna F. Partridge,
Fannie B. Patterson,
Gwynne C. Price,
Katie C. Rafferty,
G. Fred. Rush,
Carrie C. Safford,
Georgia X. Schultz,
Nellie A. Sheedy,
Ella A. Shields,

Hattie Clarke,
Thomas Corbett,
Carrie L. Cordes,
Jessie M. Crane,
Miriam V. Crocker,
Annie F. Cull,
Carrie M. Cuyler,
Emma N. Deckwer,
Florence E. Dicker,
Genevieve L. Dooley,
Edward A. Donovan,
Lily F. Dougherty,
George S. Eddy,
Ida A. Felt,
Kitty J. Hutchinson,
Carrie C. Kevan,
Ernest M. Kimball,
Grace E. Leadley,
Annie E. Ledden,
Jennie Lintumen,
Anna E. Long,
Florence Loveday,
Lillian A. McAlister,
Jessie G. Meikle,
Mary L. Mitchell,
Bessie F. Nevers,
Annie S. Novotny,
Anna F. O'Brien,
Alice Shoyer,
Agnes L. Smart,
Harriet Snider,
Charles L. Stevens,
Thora Tressing,
Ida N. Tucker,
Georgia Utter,
Annie G. Walsh,
Mamie L. Walsh,
Lulu H. Werneburg,
Isabel M. White,
Adelaide J. Wilson,
Jessie Wilson,
Louise Woltersdorf.

TOTAL AMOUNT PAID FOR SALARIES.

During School Year 1884–85.

The following statement shows the amount paid for Salaries of Superintendents, Office Employes, Teachers, Engineers and Janitors, during the School Year:

Superintendents and Office Employes—		
Superintendent of Schools	$ 4,200 00	
First Assistant Superintendent of Schools	3,150 00	
Second Assistant Superintendent of Schools	3,150 00	
Clerk	2,625 00	
Building and Supply Agent	2,750 00	
Attorney	2,750 00	
Book Keeper	1,750 00	
Chief Engineer, (*4 months*)	400 00	
School Agent	1,050 00	
Assistant Clerk	1,150 00	
Assistant to Building Supply Agent, (*6⅔ mo's.*)	400 00	
Messenger	375 00	
		$ 23,750 00
Teachers—		
For month of September, 1884	$ 87,025 79	
For month of October, 1884	88,095 51	
For month of November, 1884	88,327 35	
For month of December, 1884	88,939 25	
On account for January, 1885 *90 per cent.*	80,411 74	
On account for February, 1885 *90 per cent.*	80,718 25	
On account for March, 1885 *90 per cent.*	81,448 79	
On account for April, 1885 *90 per cent.*	82,300 50	
Balance for services rendered from January 1, 1885, to close of school month of May, 1885	134,524 49	
For month of June, 1885	94,978 24	
		906,769 91
Engineers and Janitors—		
For month of July, 1884	$ 5,923 00	
For month of August, 1884	5,923 00	
For month of September, 1884	5,993 00	
For month of October, 1884	5,993 00	
For month of November, 1884	6,124 00	
For month of December, 1884	6,085 50	
On account for January, 1885 *90 per cent.*	5,567 95	
On account for February, 1885 *90 per cent.*	5,635 45	
On account for March, 1885 *90 per cent.*	5,783 95	
On account for April, 1885 *90 per cent.*	5,847 45	
Balance for services rendered from January 1, 1885, to close of month of May, 1885	9,335 20	
For month of June, 1885	6,648 00	74,859 50
Total for Salaries		$1,005,379 41

COMPARISON OF ATTENDANCE, AND OF COST PER PUPIL FOR TUITION, IN THE LARGER CITIES OF THE UNITED STATES, BASED ON STATISTICS FOR SCHOOL YEAR 1883-84.

NAMES OF CITIES.	Population, United States Census of 1880.	Total Enrollment of Pupils in Public Schools.	Per Cent. of Total Population Enrolled in Public Schools.	Average Daily Membership of Pupils in Public Schools.	Per Cent. of Total Enrollment in Average Daily Membership.	Average Daily Attendance of Pupils in Public Schools.	Per Cent. of Total Enrollment in Average Daily Attendance.	Number of Teachers.	Amount Paid for Salaries of Teachers.	COST PER PUPIL FOR TUITION. On Total Enrollment.	On Average Daily Membership.	On Average Daily Attendance.
New York	1,206,590	250,320	20.7	....	....	130,290	52.0	3188	$2,531,725 65	$10 11	$......	$19 43
Philadelphia	846,984	156,835	18.5	106,571	67.9	97,522	62.2	2225	1,138,862 41	7 26	10 69	11 68
Brooklyn	566,689	93,600	16.5	64,297	68.7	56,718	60.6	1355	821,425 00	8 78	12 77	14 48
Chicago	503,304	76,044	15.1	59,374	78.3	55,558	73.0	1195	843,265 22	11 09	14 20	15 18
Boston	362,535	58,788	16 2	54,834	93.3	48,737	82.9	1199	1,118,751 87	19 03	20 40	22 96
St. Louis	350,522	53,127	15.2	39,170	73.7	36,007	67.8	1032	621,575 65	11 69	15 87	17 26
Baltimore	322,190	50,503	15.6	38,468	79.2	32,869	65.1	893	514,141 73	10 18	13 36	15 64
Cincinnati	255,708	35,271	13.8	28,945	82.1	28,172	79.8	696	567,352 68	16 09	19 60	20 14
San Francisco	233,956	41,942	17.9	33,203	79.2	31,579	75.2	661	657,824 43	15 68	19 81	20 83
New Orleans	216,140	23,142	10.9	15,597	67.4	13,140	56.8	377	190,000 00	8 21	12 18	14 46
Cleveland	160,142	30,708	19.2	22,896	74.6	21,591	70.3	522	325,436 62	10 60	14 21	15 07
Buffalo	155,137	27,992	18.0	21,400	76.5	16,321	58.3	533	313,766 30	11 21	14 66	19 33
Pittsburg	156,381	27,278	17.4	22,317	81.8	18,986	69.6	540	288,536 09	10 58	12 93	15 20
Washington D. C.	147,307	30,388	20.7	23,867	78.5	22,318	73.4	525	352,617 16	11 60	14 77	15 80
Newark, N. J.	136,400	20,138	14.8	15,500	76.9	13,505	67.1	333	212,458 04	10 55	13 70	15 73
Louisville, Ky.	123,645	20,507	16.6	15,717	76.6	14,085	68.7	376	222,073 50	10 83	14 13	15 77
Jersey City, N. J	120,728	24,062	19.9	15,863	65.9	14,660	60.9	348	173,707 41	7 22	10 95	11 85
Detroit, Mich.	116,342	18,148	15.6	13,337	73.5	12,488	68.8	297	179,941 37	9 91	13 49	14 41
Milwaukee, Wis.	115,578	19,849	17.2	15,116	76.2	13,613	68.6	308	194,637 67	9 81	12 87	14 30
Providence, R. I.	104,850	16,814	16.0	12,746	75.8	11,716	69.7	327	194,818 21	11 53	15 28	16 63
Albany, N. Y.	90,903	13,718	15.1	10,126	73.8	9,452	68.9	241	146,186 77	10 66	14 44	15 47
Rochester, N. Y.	89,363	14,561	18.1	10,360	71.2	9,912	68.2	296	142,221 12	9 77	13 72	14 35
Indianapolis, Ind.	75,074	14,280	18.7	11,106	77.8	10,397	72.8	272	163,688 00	11 46	14 74	15 74
Kansas City, Mo.	55,813	9,723	17.4	....	....	6,242	64.2	137	83,039 60	8 54	......	13 30
Minneapolis, Minn.	46,887	11,730	25.0	8,798	75.0	8,077	68.8	220	139,111 10	11 86	15 81	17 22
St. Paul, Minn.	41,498	9,266	22.3	5,749	62.1	5,309	57.3	175	104,976 74	11 33	18 26	19 77
Nashville, Tenn.	43,461	7,073	16.2	5,809	82.1	5,498	77.7	112	63,932 10	9 04	11 01	11 63
Memphis, Tenn.	33,593	4,226	12.6	3,000	70.9	2,729	64.3	68	33,161 93	7 85	11 05	12 15

SCHEDULE OF SALARIES

FOR THE FISCAL YEAR 1885.

SUPERINTENDENTS.

Superintendent of Schools	$ 4,200 00
Two Assistant Superintendents of School, each	3,150 00

SPECIAL TEACHERS.

Special Teacher of German	$ 1,800 00
Special Teacher of Vocal Music	1,800 00
Special Teacher of Drawing for Grammar and Primary Schools	1,800 00
Special Teacher of Drawing for High Schools	1,800 00

HIGH SCHOOLS.

PRINCIPALS—

Three, each	$2,400 00

ASSISTANTS—

Nine	at	$2,000 00
Two	at	1,800 00
Four	at	1,600 00
Thirteen	at	1,200 00
Three	at	1,100 00
Two	at	1,000 00
One	at	750 00
One	at	700 00
One	at	660 00
One	at	625 00
One	at	500 00

GRAMMAR AND PRIMARY SCHOOLS.

PRINCIPALS—

First Group—First Section—Principals of the Armour Street, Brown, Carpenter, Clarke, Cottage Grove, Douglas, Foster, Franklin, Haven, Hayes, Holden, Irving, Jones, King, Lincoln, Marquette, Moseley, Newberry, Ogden, Sheridan, Skinner, Throop, Walsh, Webster and Wells schools, each $2,175, per annum.

First Group—Second Section.—Principals of the Dore, Emerson, Jefferson, Keith, Kinzie, La Salle, Oakley, Pickard, Scammon, Wallace Street, Washington, and Wicker Park Schools, each $1,700 for the first year of service as Principals of Schools in this group; $1,800 for the second year of service; $1,900 for the third year of service; $1,950 for the fourth year of service; and $2,000 for the fifth year and subsequent years of service.

Second Group.—Principals of the Brighton, Burr, Central Park, Headley, West Jackson Street, Raymond, and von Humboldt Schools, each $1,400 for the first year of service as Principals of Schools in this group; $1,500 for the second year of service; and $1,600 for the third and subsequent years of service.

Third Group.—Principals of the Arnold, Brenan, Calumet Avenue, Division and Cleaver Street, Elizabeth Street, West Fourteenth Street, Garfield, Huron Street, Lincoln Street, Longfellow, Montefiore, Motley, Oak Street, Pearson Street, Polk Street, Sheldon, Third Avenue, West Thirteenth Street, Vedder Street, Ward, and Wentworth Avenue Schools, each $1,250 for the first year of service as Principals of Schools in this group; and $1,350 for the second and subsequent years of service.

Fourth Group.—Principals of the Knud Langland and Lawndale Schools, each $1,100 per annum.

ASSISTANTS—

Head Assistants who have served ten years or over in such capacity, each	$950 00
Head Assistants who have served less than ten years in such capacity, each	900 00

All Assistants in Primary Grades:

For first year of service	$400 00
For second year of service	475 00
For third year of service	550 00
For fourth year of service	600 00
For fifth year of service	650 00
For sixth and subsequent years of service	725 00

Assistants in Grammar Grades to receive $50 per annum in addition to the rates paid Assistants in Primary Grades.

Assistants having charge of the First Division in Schools in which the highest grade of pupils is Fourth Grade, to receive also $50 per annum in addition to the rates paid Assistants in Primary Grades.

Second Teachers in Half Day Division, to receive $50 per annum less than the rates paid Assistants in Primary Grades.

Three Reserve Teachers at a salary of $700 each per annum.

All changes in Salaries to take place at the commencement of the School Month succeeding the expiration of the year's service.

Substitutes to be paid at the rate of $1.50 per day for each day of actual service.

OFFICE AND OTHER EMPLOYES.

Clerk of the Board of Education	$2,750 00
Building and Supply Agent	2,750 00
Attorney of the Board	2,750 00
Bookkeeper	1,800 00
School Agent	1,100 00
Chief Engineer	1,200 00
Assistant Clerk	1,200 00
Assistant to Building and Supply Agent	720 00
Messenger	450 00

AWARD OF FOSTER MEDALS.

JUNE 26, 1885.

Armour Street School—Nellie Dolan.
Brown School—Katie Huber.
Burr School—Maggie A. Nelson.
Carpenter School—Gustave T. Thorson.
Central Park School—Rosamond C. Mack.
Clarke School—Rose A. McClevey.
Cottage Grove School—Arthur M. Woodward.
Dore School—Mattie J. Adams.
Douglas School—Cora H. Riedle.
Foster School—Mary R. Henry.
Franklin School—Tonie Rodman.
Haven School—Nellie Morrissey.
Hayes School—Clarence W. Zener.
Headley School—Grace E. Goodenough.
Holden School—Leopold Wallerstein.
Irving School—Frankie Finch.
West Jackson Street School—Nellie Van Valkenburgh.
Jones School—Doris Elkam.
Keith School—Kate Brennan.
King School—Walter A. Scott.
Kinzie School—Sophia Mikkelson.
La Salle School—Lucy I. Shaffner.
Lawndale School—Belle Benton.
Lincoln School—Laura H. Hemmelgarn.
Marquette School—Jessie L. Bruce.
Moseley School—Lucy E. Texton.
Newberry School—Annie Closset.
Oakley School—Lillys M. Ringland.
Ogden School—Josie Schnitzler.
Pickard School—Mary H. Robinson.
Raymond School—Nellie M. Wilkins.
Scammon School—Benella Davenport.
Skinner School—Fannie W. Havens.
Throop School—Charlotte T. Cardona.
Wallace Street School—Katie B. Smith.
Walsh School—Hugo Pam.
Washington School—Minnie Olson.
Webster School—Lizzie Letzkuss.
Wells School—William Bussert.
Wicker Park School—Mary E. Belz.

AWARD OF FOSTER DIPLOMAS.

JUNE 26, 1885.

Armour Street School—Kate A. Glavin.
Carpenter School—Frieda A. Marlow.
Clarke School—Ida A. Hazelton.
Dore School—Jessie M. Charles.
Douglas School—Helen R. Gilbert.
Foster School—Clara G. Beynon.
Haven School—Clara Schwab.
Hayes School—Annette P Dennis.
Headley School—William T. Morf.
Holden School—Morris Wallerstein.
Irving School—Grace Comfort.
Jones School--Cora Lehrberg.
King School—Henry L. Harvey.
Kinzie School—Minnie Moos.
Lincoln School--Catharine H. Callow.
Marquette School—Alice M. Warner.
Moseley School—Ida B. Eisendrath.
Raymond School—Rissa G. Beers.
Scammon School—Nellie M. Woodhead.
Sheridan School—John P. Murphy.
Skinner School—Sarah J. Phillips.
Wallace Street School—Minnie Meagher.
Walsh School—David Meyer.
Wicker Park School—Emma Ada Thomas.

W. K. SULLIVAN PRIZE.

Awarded to the Skinner School, consisting of one set of Wooden Models, comprising fourteen pieces; also twenty Plaster Casts, to be used for drawing and modelling.

TEXT BOOKS ADOPTED.

For the School Year 1885–86.

FOR HIGH SCHOOLS:

Putnam's Student's Atlas.

Anderson's General History, Revised Edition.

Warren's Physical Geography.

Milne's Inductive Algebra.

Wentworth's Plane and Solid Geometry.

Avery's Natural Philosophy.

Eliot and Storer's Elementary Chemistry.

Tenney's Elements of Zoology.

Champlin's Intellectual Philosophy.

Gray's Botany.

Ray's New Astronomy.

Hutchison's Physiology and Hygiene.

LeConte's Compend of Geology.

Young's Government Class Book.

Perry's Introduction to Political Economy.

Song Books, Nos. 3 and 4.

Harkness' Latin Grammar.

Harkness' Latin Reader.

Jones' Latin Prose Composition.

Anthon's Classical Dictionary.

Smith's Smaller Classical Dictionary.

Goodwin's Greek Grammar.

White's Greek Lessons.

Jones' Greek Composition.

Otto's German Conversation Grammar.

Clemm's History of German Literature.

Zimmermann's German Classical Reader.

Nathan der Weise.

College Series of German Plays, Vol. 6.

Keetel's Elementary French Grammar.

Keetel's Analytical French Reader.

FOR GRAMMAR AND PRIMARY SCHOOLS.

Swinton's Word Book.

Appleton's First Reader

Appleton's Second Reader.

Appleton's Third Reader.

Appleton's Introductory Fourth Reader.

Appleton's Fourth Reader.

Appleton's Fifth Reader.

Harper's Introductory Geography.

Warren's Common School Geography.

Sheldon's Graded Examples, No. 1 and No. 2.

Model Elementary Arithmetic.

Robinson's Complete Arithmetic.

Wells' Shorter Course in Grammar.

Barnes' Brief History of the United States.

Analytical Copy Books, small.

Analytical Copy Books, large.

Walter Smith's Drawing Cards.

Walter Smith's Drawing Books, small.

Walter Smith's Drawing Books, large.

Song Books, Nos. 1 and 2.

Lueken's German Primer.

Hailman's Elementary German Reader.

Lueken's German Copy Books.

REFERENCE BOOKS.

Furnished by the Board of Education.

FOR HIGH SCHOOLS.

- Ten Webster's Unabridged Dictionaries for each School.
- One Appleton's New Cyclopedia for each School.
- One Brande & Cox's Dictionary of Science and Art.
- One Allibone's Dictionary of Authors.
- One Brewer's Readers' Hand Book.
- One Haydn's Dictionary of Dates.
- One Skeats' Etymological Dictionary.
- One Anthon's Classical Dictionary.
- One Deschanel's Physics.
- One Lyell's Geology.
- One Dana's Manual of Geology.
- One Gray's Manual of Botany.
- One Roscoe & Schorlemmer's Chemistry.
- One Packard's Zoology.
- One Jordan's Manual of Vertebrates.
- One Carpenter's Physiology.
- One set of Guyot Wall Maps of Physical Geography.

FOR GRAMMAR SCHOOLS.

- One copy of Webster's Unabridged Dictionary for every room of seventh and eighth grade.
- One copy of Webster's Academic Dictionary for every room of other grades above the second.
- One Lippincott's Gazetteer, 2 vol. edition.
- One Thomas' Biographical Dictionary.
- One Smith's Classical Dictionary. (*Student's Edition.*)
- One American Condensed Cyclopedia.
- One Lossing's Encyclopedia of American History.

FOR PRIMARY SCHOOLS.

- One copy of Webster's Unabridged Dictionary.
- One copy of Thomas' Biographical Dictionary.
- One Webster's Academic Dictionary for every room except the first and second Grades.
- One copy of Champlin's Persons and Places, and Common Things.

SUPPLEMENTARY READING.

Furnished by the Board of Education.

FOR EACH PRIMARY DEPARTMENT.

FOR USE OF FIRST, SECOND AND THIRD GRADE PUPILS.

Six copies of the First, Second and Third Readers of each of the following named Series of Readers, to wit: Barnes', Monroe's, Sheldon & Co.'s and Swinton's.

FOR EACH FOURTH GRADE IN PRIMARY SCHOOLS:

Four copies of Scribner's Geographical Reader.

FOR EACH FOURTH GRADE IN GRAMMAR SCHOOLS:

Eight copies of Scribner's Geographical Reader.

FOR EACH GRAMMAR SCHOOL:

Six copies of Sheldon & Co.'s Fourth Reader.

Six copies of Barnes' Fourth Reader.

Five copies of Tales from Shakespeare. (*Lamb.*)

Six copies of Stories from American History.

Six copies of Mrs. Agassiz' First Lessons in Natural History.

Six copies of Hooker's Child's Book of Nature.

Six copies of Gray's How Plants Grow.

Six copies of How Plants Behave.

Six copies of Higginson's History of the United States.

Six copies of Historical Reader.

Three copies of Johonnot's Natural History Reader.

Three copies of Johonnot's Geographical Reader.

DISEASES OF THE EYE

INCIDENT TO

SCHOOL YEARS AND YEARS OF STUDY.

TRANSLATED BY DR. WM. F. SMITH, FROM AN ESSAY BY DR. ERNEST FUCHS, OF LUETTICH, GERMANY.

The diseases which are acquired most frequently in this period of life are Myopia. (nearsightedness) and Trachoma (granulations). The latter, endemic in orphan asylums and boarding schools of many countries, will be considered later. These chapters will be exclusively devoted to Myopia.

CHAPTER I.

CAUSES OF MYOPIA.

Myopia or nearsightedness may be hereditary or acquired. Not infrequently persons from the country who have certainly never strained their eyes over near objects, and may even never have learned to read, come to the clinics seeking help for myopia. Generally the myopia is of a high degree, and the subjects say that they have been shortsighted as long as they can remember. These are cases of congenital (existing at birth) myopia; they have nothing to do with the mode of life, and are found in about the same proportion in all classes of society. This is shown by the observations of Tscherning (v. Graefe's Archiv, Bd. 1 Abth. P. 201) who examined persons from all classes as they appeared in answer to military levies. He separated them into six classes according to the greater or less amount of labor demanded of the eye by their various callings. He found that the higher degrees of myopia (9 dioptrics* and over) existed in about the same proportion in each of these classes. When he grouped the three higher classes in one division, and the three lower in another, he found hereditary myopia only five times in a thousand of the first, and in 7.5 to the thousand of the second division.

Sormani (Ann. di Ottalm., X B., p. 546, 1881) found the greatest number of myopes from the southern provinces and the coast regions. Of more than two million recruits from these districts 2.8 per cent. were myopic to a degree greater than 6.5 dioptrics. The occupation of these people is not of such a nature as to affect the eyes in any manner. Seventy per cent. of the recruits could not even read. The myopia here considered, therefore, is not dependent on the mode of life, but is congenital..

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*Dioptric: A unit of measurement in optics equal to a glass with a focal length of forty inches.

Though congenital myopia (nearsightedness at birth) is comparatively rare, acquired myopia seems all the more frequent. The latter merits our greatest attention, especially as we are able to combat its appearance to a certain extent, which can not be said of the congenital affection.

Acquired myopia is the result of many factors, of which continued near work is the most important. The influence the latter has upon the development of myopia becomes evident; *first*, from the fact that myopia is very rare among infants; *second*, the same is true of uncivilized people; *third*, among the civilized the number of myopes is in exact proportion to the amount of work demanded of the eyes.

Investigations of the refraction of the new-born were first undertaken by Jæger. He found that of one hundred children, from nine to sixteen days old, seventy-eight were nearsighted. These investigations, considered decisive at the time, have lately been repeated and the results proved incorrect. Horstman ascertained that of seventy-nine new-born, nine were myopic. Ely found eleven in one hundred. Konigstein, finally, of six hundred, and Schleich of three hundred, did not find one myopic. Regarding the cases found by Horstman and Ely it is probable that the short sight depended on excessive refraction of the lens, and that the most of these eyes became emmetropic (normal as to refraction) as they grew older. This appears the more probable from the fact that Cohn found only 1.4 per cent. of myopia among the village school children. As a rule, therefore, man is born with eyes that are not myopic, and they do not become so later unless they are strained over close work. For this reason myopia is as rare among the uncivilized as among the new-born. Among the civilized the number of myopes is in exact proportion to the quantity of close work the various avocations render necessary. The great number of myopes in the learned professions has long excited surprise, and has formed the incentive to the labors of Cohn and his followers.

The best conception of the influence of occupation is furnished by great numbers of examinations made without reference to station, as for instance, of those presenting themselves at military convocations. Such have been furnished by Tscherning and Seggel.

Seggel examined 1,600 soldiers at the Munich garrison. He divided them into five classes, according to the amount of near work their various pursuits necessitated; *the first*, included the country people; *the second*, day laborers in the cities; *the third*, journeymen and trades people; *the fourth*, merchants, writers, type-setters, etc.; *the fifth and last*, those entitled to but one year's service as volunteers, *i. e.*, principally students. The myopia of these classes was found to increase from the first to the last as follows: two per cent.; four per cent.; nine per cent; forty-four per cent.; fifty-eight per cent.

The investigations of Tscherning above mentioned, comprised 7,523 persons performing military duty, which, in a similiar manner, were divided into six classes. Myopia was found in constantly increasing proportion from the lowest to the highest, thus: Two per cent.; five per cent.; thirteen per cent.; sixteen per cent.; thirty-two per cent.

From these figures it becomes evident that the avocation is the principal cause of acquired myopia. Nearsightedness is the sad perquisite of the learned professions especially; second in rank come those particular trades that demand special work of the eyes.

NEARSIGHTEDNESS IN THE SCHOOLS.

To Cohn belongs the great merit of first having instituted, after strictly scientific principles, extended examinations of the eyes of the pupils in school. His example has prompted a great number of similar workers. From these collected investigations it is shown, *first*, that the higher the school the greater the number of myopes; *second*, that within each school the number of myopes increases from the lowest to the highest grades; and *third*, that with the number of myopes the degree of myopia increases.

FIRST. *The higher the school the greater the number of myopes.*

This will be best illustrated by the tables of Cohn, compiled from the examination of 10,060 school children To the High Schools represented in this table, I add 108 examinations of medical men, also made by Cohn:

	Per Cent. of Myopia.	Average Degree of Myopia.
Village Schools,	1.4	1-24.4
Elementary Schools,	6.7	1-22.7
Young Ladies' High Schools,	7.7	———
Preparatory Schools,	10.3	1-26.9
Polytechnic Schools,	19.7	1-19.6
Colleges,	26.2	1-18.7
Universities,	59.0	1-12.2

This table is not compiled from as great a number as I could have made use of had I taken the collective reports found in Cohn's work. On this account, however, it has the advantage of being more uniform; the observations are by the same person, after the same method, and are taken from the same class of people. The picture of the advance of myopia which it furnishes is glaring enough. Yet the figures are behind those given by many other authors. Cohn, in his investigations, has refused, to wit, to include in his report all cases of myopia less than 1-36 (1 dioptric). In his compilation are noted five colleges in which the myopia was not less than fifty per cent. Among the theologues at Tubingen, Gartner found seventy-eight per cent myopic.

TEXT BOOKS ADOPTED.

For the School Year 1885–86.

FOR HIGH SCHOOLS:

Putnam's Student's Atlas.
Anderson's General History, Revised Edition.
Warren's Physical Geography.
Milne's Inductive Algebra.
Wentworth's Plane and Solid Geometry.
Avery's Natural Philosophy.
Eliot and Storer's Elementary Chemistry.
Tenney's Elements of Zoology.
Champlin's Intellectual Philosophy.
Gray's Botany.
Ray's New Astronomy.
Hutchison's Physiology and Hygiene.
LeConte's Compend of Geology.
Young's Government Class Book.
Perry's Introduction to Political Economy.
Song Books, Nos. 3 and 4.
Harkness' Latin Grammar.
Harkness' Latin Reader.
Jones' Latin Prose Composition.
Anthon's Classical Dictionary.
Smith's Smaller Classical Dictionary.
Goodwin's Greek Grammar.
White's Greek Lessons.
Jones' Greek Composition.
Otto's German Conversation Grammar.
Clemm's History of German Literature.
Zimmermann's German Classical Reader.
Nathan der Weise.
College Series of German Plays, Vol. 6.
Keetel's Elementary French Grammar.
Keetel's Analytical French Reader.

FOR GRAMMAR AND PRIMARY SCHOOLS.

Swinton's Word Book.
Appleton's First Reader
Appleton's Second Reader.
Appleton's Third Reader.
Appleton's Introductory Fourth Reader.
Appleton's Fourth Reader.
Appleton's Fifth Reader.
Harper's Introductory Geography.
Warren's Common School Geography.
Sheldon's Graded Examples, No. 1 and No. 2.
Model Elementary Arithmetic.
Robinson's Complete Arithmetic.
Wells' Shorter Course in Grammar.
Barnes' Brief History of the United States.
Analytical Copy Books, small.
Analytical Copy Books, large.
Walter Smith's Drawing Cards.
Walter Smith's Drawing Books, small.
Walter Smith's Drawing Books, large.
Song Books, Nos. 1 and 2.
Lueken's German Primer.
Hailman's Elementary German Reader.
Lueken's German Copy Books.

REFERENCE BOOKS.

Furnished by the Board of Education.

FOR HIGH SCHOOLS.

Ten Webster's Unabridged Dictionaries for each School.

One Appleton's New Cyclopedia for each School.

One Brande & Cox's Dictionary of Science and Art.

One Allibone's Dictionary of Authors.

One Brewer's Readers' Hand Book.

One Haydn's Dictionary of Dates.

One Skeats' Etymological Dictionary.

One Anthon's Classical Dictionary.

One Deschanel's Physics.

One Lyell's Geology.

One Dana's Manual of Geology.

One Gray's Manual of Botany.

One Roscoe & Schorlemmer's Chemistry.

One Packard's Zoology.

One Jordan's Manual of Vertebrates.

One Carpenter's Physiology.

One set of Guyot Wall Maps of Physical Geography.

FOR GRAMMAR SCHOOLS.

One copy of Webster's Unabridged Dictionary for every room of seventh and eighth grade.

One copy of Webster's Academic Dictionary for every room of other grades above the second.

One Lippincott's Gazetteer, 2 vol. edition.

One Thomas' Biographical Dictionary.

One Smith's Classical Dictionary. (*Student's Edition.*)

One American Condensed Cyclopedia.

One Lossing's Encyclopedia of American History.

FOR PRIMARY SCHOOLS.

One copy of Webster's Unabridged Dictionary.

One copy of Thomas' Biographical Dictionary.

One Webster's Academic Dictionary for every room except the first and second Grades.

One copy of Champlin's Persons and Places, and Common Things.

SUPPLEMENTARY READING.

Furnished by the Board of Education.

FOR EACH PRIMARY DEPARTMENT.

FOR USE OF FIRST, SECOND AND THIRD GRADE PUPILS.

Six copies of the First, Second and Third Readers of each of the following named Series of Readers, to wit: Barnes', Monroe's, Sheldon & Co.'s and Swinton's.

FOR EACH FOURTH GRADE IN PRIMARY SCHOOLS:

Four copies of Scribner's Geographical Reader.

FOR EACH FOURTH GRADE IN GRAMMAR SCHOOLS:

Eight copies of Scribner's Geographical Reader.

FOR EACH GRAMMAR SCHOOL:

Six copies of Sheldon & Co.'s Fourth Reader.

Six copies of Barnes' Fourth Reader.

Five copies of Tales from Shakespeare. (*Lamb.*)

Six copies of Stories from American History.

Six copies of Mrs. Agassiz' First Lessons in Natural History.

Six copies of Hooker's Child's Book of Nature.

Six copies of Gray's How Plants Grow.

Six copies of How Plants Behave.

Six copies of Higginson's History of the United States.

Six copies of Historical Reader.

Three copies of Johonnot's Natural History Reader.

Three copies of Johonnot's Geographical Reader.

DISEASES OF THE EYE

INCIDENT TO

SCHOOL YEARS AND YEARS OF STUDY.

TRANSLATED BY DR. WM. F. SMITH, FROM AN ESSAY BY DR. ERNEST FUCHS, OF LUETTICH, GERMANY.

The diseases which are acquired most frequently in this period of life are Myopia (nearsightedness) and Trachoma (granulations). The latter, endemic in orphan asylums and boarding schools of many countries, will be considered later. These chapters will be exclusively devoted to Myopia.

CHAPTER I.

CAUSES OF MYOPIA.

Myopia or nearsightedness may be hereditary or acquired. Not infrequently persons from the country who have certainly never strained their eyes over near objects, and may even never have learned to read, come to the clinics seeking help for myopia. Generally the myopia is of a high degree, and the subjects say that they have been shortsighted as long as they can remember. These are cases of congenital (existing at birth) myopia; they have nothing to do with the mode of life, and are found in about the same proportion in all classes of society. This is shown by the observations of Tscherning (v. Graefe's Archiv, Bd. 1 Abth. P. 201) who examined persons from all classes as they appeared in answer to military levies. He separated them into six classes according to the greater or less amount of labor demanded of the eye by their various callings. He found that the higher degrees of myopia (9 dioptrics* and over) existed in about the same proportion in each of these classes. When he grouped the three higher classes in one division, and the three lower in another, he found hereditary myopia only five times in a thousand of the first, and in 7.5 to the thousand of the second division.

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Though congenital myopia (nearsightedness at birth) is comparatively rare, acquired myopia seems all the more frequent. The latter merits our greatest attention, especially as we are able to combat its appearance to a certain extent, which can not be said of the congenital affection.

Acquired myopia is the result of many factors, of which continued near work is the most important. The influence the latter has upon the development of myopia becomes evident; *first*, from the fact that myopia is very rare among infants; *second*, the same is true of uncivilized people; *third*, among the civilized the number of myopes is in exact proportion to the amount of work demanded of the eyes.

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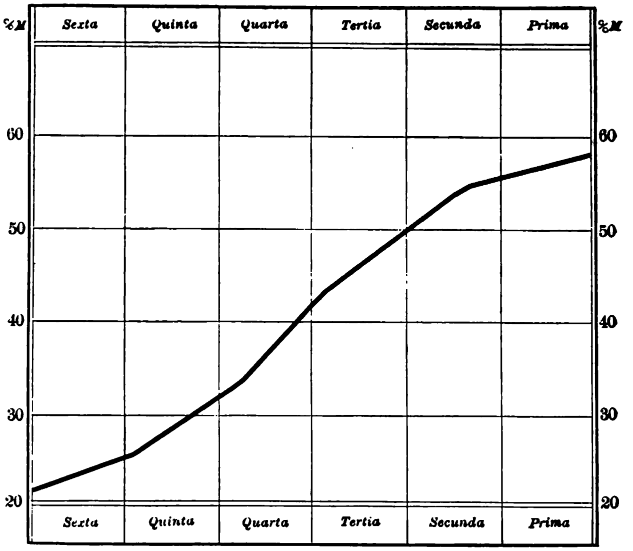
SECOND. *Within each school the number of myopes increases from the lowest to the highest classes.*

To illustrate this law the figures found by Cohn for the gymnasia may serve. The number of the shortsighted constantly rose from the lowest to the highest classes, thus: 15.5, 18.2, 23.7, 31., 41.3, 55.8 per centum.



The curve above shown is also taken from Cohn. The same shows the increase of myopia from the lowest to the highest classes of twenty-four gymnasia and polytechnic schools he examined. This curve is of greater value than the series of figures above given, because in it the lowest degrees of myopia have not been considered.

THIRD. *Not only the number of myopes, but the degree of myopia increases.*

This will be sufficiently shown by the respective figures found in the table on page 188.

From the facts stated, the following conclusions are deduced: ***First,*** that during the time of study a great number of children with normal (emmetropic) eyes, or with eyes the refraction of which is the opposite to that of the myopes (hypermetropic), become myopic. *Second,* that with the myopes the degree of myopia is always on the increase. Both of these deductions have been proven by investigations which have been carried out in the same school at different periods.

Such investigations also were first undertaken by Cohn. He found that something over half of the myopes experience an increase in their shortsightedness. During the one and one half years that had elapsed between the examinations, the myopia had increased from an average degree of

1–20.6 to an average of 1–14.6. This amounts to an increase of $\frac{1}{50}$ (.75 of a dioptric) of refraction in 1½ years, or $\frac{1}{75}$ (.5 of a dioptric) for each year. Now, Cohn found among the medical students not less than thirty-seven per cent. whose myopia was greater than $\frac{1}{9}$ (4 dioptrics). It is to be assumed that with many of these cases the myopia continues to increase after their studies are ended. If this increase should be at the rate of only $\frac{1}{75}$ per year, the degree of myopia must finally become very high. One may reflect upon the future many of these young people must encounter respecting their eyes.

In regard to the development of myopia, therefore, study is the most dangerous of all occupations requiring close work.

In what manner straining the eyes produces elongation of the globe (when compared with the normal eye it is seen that the myopic eye is elongated from before backward—*Trans.*) of the eye, *i. e.*, myopia, can not be discussed here. It may only be remarked that continued convergence and accommodation (the adjusting of the focus of the eye for near objects) are the evil factors. These acts (accommodation and convergence) are exercised to an unnecessarily high degree by most of students, and thus entail their hurtful action all the more certainly. The admirable investigations made by Berlin in conjunction with Rembold show that nearly all pupils hold themselves nearer their work than is necessary. In one class of girls examined, six years of age, the average distance at which the eyes were held from the pen-point was only eleven centimeters (about four inches).

The question now intrudes: Why do not all who are required to strain their eyes to a certain degree become myopic, and only a certain proportion of them? We will not consider in this connection the case of certain individuals who work under peculiarly unfavorable conditions—in a bad light at home—straining their eyes to win bread. The general cause must be recognized in a purely personal, existing tendency which favors the development of short sight. These predisposing tendencies can not be other than certain anatomical peculiarities of the eyes and their appendages, only the slightest of which we are at present able to recognize. Such predisposing factors of near sight are:

First. Diminished acuity of vision necessitating a near approach to the object. To this belong congenital defects of the eyes, as albinism, astigmatism (irregular curvatures of the front part of the eye, producing irregular refraction), congenital amblyopia (weakness of the organ), etc.; then acquired defects, such as spots or scars on the cornea.

Second. Disturbance of equilibrium among the muscles of the eye.

Third. Heredity. The influence of heredity makes itself felt in the children of shortsighted parents, who, though not coming into the world shortsighted, possess a certain disposition to become so under given circumstances.

At this juncture the shortsightedness of the female sex should be referred to. It may be thought that the sex enjoys an advantage in this regard. This is apparent only, since a great many shortsighted women avoid wearing glasses. It may be partly because education—at least in early times—made less demands on the eyes of women, thereby furnishing less occasion for short sight. At present this does not hold.

Late investigations indicate that, as regards shortsightedness, no definite difference exists between the sexes. In the following table I have grouped those examinations which have been made by one and the same observer in the same place, and including boys and girls of the same rank. Such investigations permit the only possible comparison. Of course there may exist differences in the lighting, in the locality of the school, or in the programme of instruction of otherwise similarly situated schools, which are difficult to take into account:

			Per Cent. of Myopia.	
			Boys.	Girls.
Netoliczka.	Graz, 1881.	Village School	4	8
Netoliczka.	Graz, 1881.	City School	10	13
Pfluger.	Luzern, 1876.	Lower Schools	5	8
Nicati.	Marseilles, 1879.	Primaries	8	7
Nicati.	Marseilles, 1879.	Israelitish	15	10
Florschutz.	Coburg, 1880.	Public	12	14
Florschutz.	Coburg, 1880.	Public	4	7
Just.	Zittau, 1879.	Public	15	14
Reich.	Tiflis, 1878.	Gymnasium	37	25

Fourth. Race. That myopia exists in different proportions in different nations is a fact. The difference, however, depends principally on different degrees of culture. It has already been mentioned that myopia is almost unknown among the uncivilized. In order to determine whether a certain race possesses a particular disposition to myopia, a comparison between the civilized nations must be instituted, and that with the greatest forethought. We have seen how very much shortsightedness varies with the calling even during individual years of study. But even if equivalent schools of different nationality—as for instance a Russian or French gymnanium and a German one—could be placed in comparison, no definite conclusions could be drawn. A difference would always remain in the lighting of the school room, in the construction of the school seats, in the programme of instruction, in the manner of the life of the pupils, etc., which might be of the greatest influence in determining the number of myopes. Erisman has already remarked to what a great extent residence in the schools influences myopia. Of the day scholars 35.4 per cent. were myopic. Of those residing in schools 42.1 were myopic. Dor, in the Lyceum of Lyons, found among the externes eighteen per cent., and among the internes thirty-three per cent. myopic. Therefore, only those few investigations can be used for comparison which concern mixed schools in which different nationalities are instructed under similar external conditions. Such are given below:

			Percentage of Myopia.		
			German.	American.	Irish.
Loring & Derby,	New York, 1876,	?	24	20	14
			German.	Hollandish.	
Collard,	Utrecht, 1881,	University,	40	27	

			German.	French.	
Pfluger,	Schweiz, 1875,	Teachers,	24	14	
			Jews.	Christians.	
Nicati,	Marseilles, 1879,	Boys School	15	8	
Nicati,	Marseilles, 1879,	Girls School,	10	7	
			Russians	Armenians	Georgians
Reich,	Tiflis, 1879,	Boys Gymnasium,	30	38	45
Reich,	Tiflis, 1879,	Girls Gymnasium,	30	24	21
Reich,	Tiflis, 1879,	City School,	2	14	21
Reich,	Tiflis, 1879,	Normal School,	8	25	10

According to this table the most shortsightedness is to be found relatively among the Germans and Jews. However, the numbers are much too small to admit of any definite conclusions.

The frequency of myopia being established, we must inquire if it constitutes an evil which really threatens the visual power. Are we justified in considering myopia an evil which must be combatted by every means at our command?

With the majority of the myopes, the myopia remains of an inferior degree. This is not dangerous to the visual power, neither does it hinder the exercise of any occupation. With a certain minority, however, short sightedness reaches such a degree, that, in the first place, it unfits the subject for certain callings, and in the second place, it finally threatens the power of vision itself. Considering the great number of the shortsighted, the cases of blindness resulting therefrom are comparatively few. According to Magnus, choroiditis (a disease of the internal structure of the eye), caused by myopia, is the direct cause of blindness in 0.94 per cent. of all the blind. To this must be added a portion of the cases of detachment of the retina (the receptive nervous apparatus of the eye), which altogether make out 5.68 per cent. of the blind. Much more frequent, on the other hand, are those cases of myopes who become so weak sighted with increasing years that they are unfitted for business. In his statistics of the blind, Cohn has included every eye that is no longer useful for work. According to them, detachment of the retina, from myopia, forms 4.6 per cent.; retinitis centralia (inflammation of the central part of the retina) from myopia, 6.3 per cent.; so that myopia causes a total of 10 per cent. of all blindness taken collectively.

It may also be mentioned that strongly near sighted persons more readily injure themselves than others.

CHAPTER 2.

MEANS OF PREVENTING NEARSIGHTEDNESS, OR THE PROPHYLAXIS OF MYOPIA.

How can we restrain this public calamity, Myopia?

The general diffusion of public instruction, constantly being augmented in depth and scope, is one of the most beautiful of the heritages of modern times. We dare not disturb this attainment of progress; we dare not combat any material demand for instruction. We may well dare to hope, however, that the same may be so watched over that those consequences hurtful to the health of students may be reduced to a minimum. To that end a number of regulations are necessary, partly of a general character applicable to the schools and scholars collectively; partly of a special character applicable to particular grades of instruction.

GENERAL REGULATIONS.

REGULATIONS WHICH CONCERN THE SCHOOL LOCALE.

ILLUMINATION.

Cohn directed appropriate attention to this factor as early as 1865, after his first examinations. Twenty schools examined by him in which the requirements of instruction were the same, presented a variety of from 1.8 per cent. to 15 per cent. of myopes, and exactly in proportion to the character of the illumination. New schools situated on wide streets had 1.8 per cent. to 6.6 per cent. myopes. Schools in the narrow streets of the old town, 7.4 to 15.1 per cent. myopes. Florschutz, in 1874 found 21 per cent. myopia in the Coburg schools. In 1877 after a number of new schools had been built, the myopia had dimished to 15 per cent. The importance of good lighting is therefore indisputable.

What is the necessary quantity of light for a school room?

Bad illumination is hurtful because it makes it necessary to hold the book or writing too close to the eyes, causing the exercise of too high a degree of convergence and accommodation. An illumination that permits fine type to be read at a comfortable distance—say Snellen's No. 5 at a distance of 30 centimeters, 12 in.—is sufficient. To determine the illumination of a school room several methods present themselves.

The first consists in determining how great a portion of sky may be seen from any part of the room in question. It is not only necessary to determine the illumination in general, but of every spot in it; even the worst places must be sufficiently lighted. This method was proposed by Javal as well as by a commission appointed by the French government in 1881. The latter set forth that the minimum of illumination for any given place at the height of the desk should be that furnished by the sky visible through at least twelve inches of the window measured from the top downward. To which I would make the objection that the illumination of a given place depends not only on the extent of the visible sky, but also on the reflection from the walls etc., so that it is better to measure directly the amount of light available at each spot.

The second method makes the acuity of vision the measure of illumination. Different propositions have been made with this view. Hoffmann claims that the light should be sufficient to enable the normal eye to read Snellen's No. 6 at six meters The illumination of the wall upon which the chart is hung may be well determined in this manner, but not the illumination of the spot from which it is read. The proposition of Laqueur which exacts that fine diamond type should be comfortably read at a distance of 50 centimeters (twenty inches) is better. The photometer of Landolt acts on the same principle. A small chart with a group of black points on a white ground is provided. The distance of the points from each other is four millimeters (one-eighth of an inch.) In order to enable the charts to be used on inclined school desks they are furnished with a small mirror adjusted in such a manner that rays from the points are thrown from some distance. With the best illumination Landolt distinguishes the points at a distance of five meters; in a well illuminated room, at a distance of three meters. He designates the illumination of such a room therefore as being three-fifths of the maximum, in that he takes the (disputable) view that the acuity of vision is simply proportionate to the illumination.

These methods suffer from the defect that the unit of measurement, i. e. human sharpness of vision, is not a fixed quantity. Some persons have double the normal acuity of vision, and even more than that. These would be able to distinguish Snellen's No. 6 at six meters, though the illumination be bad. For others with only normal acuity of vision, Snellen's No. 6 would easily become unrecognizable. Others again, on account of shortsightedness, astigmatism, etc., would not be in a condition to make the test. When an oculist investigates the illumination of a room he may determine it relatively to the known condition of his own eyes. It is desirable, however, to have a method which would give definite results in the hands of others—teachers, architects, etc.

The attempt has therefore been made to bring into use the method of photometry.

All photometric methods give only a relative, not an absolute, measure of the strength of the light by comparing two sources of light with one another. Upon this fundamental principle Berlin-Sans have constructed a photometer intended for school rooms. I have made a number of investigations with this apparatus, which, however, gave no satisfactory results. Quite lately Cohn used a photometer, constructed by L. Weber, which satisfied every demand. Unfortunately its high price prevents its general use. (300 marks, $71.40.) It is in the highest degree desirable then that a less expensive photometer should appear which might be easily used by any one, and which would give satisfactory results.

In order to comply with the necessities of illumination, the following points relative to the construction of school buildings may be taken into consideration:

Position of the School Building.

First of all, the question arises—from what part of the heavens relatively to the points of the compass should the light come?

Most all agree that the windows should be on the east and southeast. Only a few, Lang and Reclam, claim that they should be on the north in order to avoid the direct light of the sun. Direct light of the sun, however, may be modified in a number of ways. Rooms on the sunny side are easier to warm in winter: above all they are more cheerful and are healthier.

The best positions for the windows are on the east, northeast, and southeast quarters. A westerly position would be allowable for a school room in which instruction was given only in the afternoon. A northerly position is to be entirely avoided because in winter it is too dark and sunless. A southerly position also, it appears to me, should not be recommended, because in summer too much direct sunlight and heat are admitted. A school room is therefore well situated when its axis runs nearly north and south, the teacher at the south end, and the windows placed on the east, Fig. 1. Also with its axis from the northeast to the southwest, Fig. 2, or that from the northwest to the southeast, Fig. 3, allows a good position for the windows, i. e. to the southeast or the northeast.

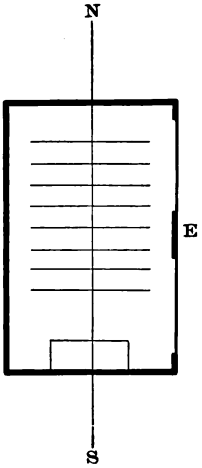


Fig. 1

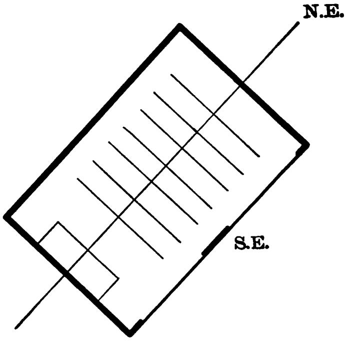


Fig. 2

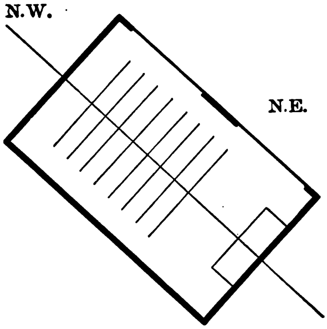


Fig. 3

It is hardly proper to say anything about the position of the entire school building as the ground-plan and proper division of the rooms may be extremely varied. In general, however, the greatest number of favorably situated rooms may be obtained when the school building is placed with either its corners or its facades directed to the points of the compass (Hessian Commission, Javal). In the first case the quite objectionable, purely northern facade is entirely avoided.

It is clear that respecting the position of a school building the climate is an important factor. The fundamental laws here given are applicable to a temperate region such as that of Germany, or of the middle and northern part of France. It will be found necessary to proceed differently in southern countries where a purely northern position might be best. On the contrary in northern lands, as for example, England, the long continued clouding of the heavens and the dampness of the air would seem to indicate that only a southern position is suitable. Besides these entirely local conditions or relations, a high chain of mountains, a wind prevailing in a certain direction, etc., must be taken into consideration.

The observations here made relative to the position of the school rooms cease to signify for the most part when the illumination is from above. For the same reason it is unimportant then as to how near the neighboring buildings may be, as far as illumination is concerned. In side illumination the latter merits great attention, though it is not always accorded it. Cohn rightly exclaims against the fact that the Magdalen Gymnasium has been built quite near a large church which shuts out the light from many of the rooms. In order to determine what distance from neighboring buildings should be exacted, the calculation must be made as if for level ground between them and the school locale. One should be able to see a portion of the sky from those parts farthest removed from the windows. As simple construction will show, this can only be the case when the houses opposite are at a distance equal to at least twice their hight. (Javal). Low buildings only—under thirty-six feet high—may be somewhat nearer than twice their height. Zwerg claims that a line drawn from the summit of the opposite houses to the window sill should not make an angle with the base line of the school building greater than twenty to twenty-five degrees. This is very nearly in accordance with the conditions given above.

In building a new school house, therefore, plenty of ground should be bought, or held free by contract, in order that the distance from the school to the neighboring houses may always be at least double the height of the latter. A portion of this ground may very properly be laid out as a garden spot. Any place where it is impossible to obtain free ground should not be utilized for school buildings.

Disposition of the Windows.

This treats of the situation and dimensions of the same. Concerning the location of windows there is no doubt that light from above insures the best illumination. It is only necessary to visit show-rooms, factories, etc., so lighted to be convinced of this fact. Snow in winter and sun in summer are urged as disadvantages of glass roofs. The first is easily removed. As to the latter I admit that in warm countries, Italy for example, school rooms with glass roofs are unbearably hot in summer, and, therefore, not practicable. In colder climates this could not be the case. Direct sunlight may be intercepted by curtains in any event. Under these conditions illumination from above is undoubtedly the best, and I do not understand why the French law of 1881 simply says: "L'eclairage par un plafond vitre est interdit." Unfortunately illumination from above is only possible within narrow limits on account of the difficulties of construction.

When the illumination is from the side it should be exclusively, or for the most part, from the left. Side illumination is sufficient for small and medium sized rooms, and for such absolutely to be preferred. Large rooms can be lighted exclusively from the left only when the windows are relatively high, so that daylight will not fall upon the desks farthest to the right at too acute an angle. It is not sufficient, then, that a certain general proportion should exist between the light-area and the floor-area, but the height of the upper window frames must be in correct proportion to the width of the room.

Javal claims that in side illumination the height of the upper window frame from the floor should be equal to the width of the room. Trelat is satisfied when the height of the upper window frame is 0.6 of the width of the room, plus the thickness of the wall. The French law of 1880, on the other hand, demands that the window should be two thirds of the width of the room. This serves as a minimum to be reduced under no circumstances. In the construction of a school room it often becomes necessary to provide for a large number of scholars, and the size of the room must be large in proportion. However, the length of the room should not pass certain limits beyond which pupils on the farthest seats are unable to see charts on the walls, or hear the teacher's voice easily. The width of the room must have a limit also. This should be determined by the side illumination, and is soon reached since, according to the exigencies of building, a suitable height may not be exceeded.

As great as may be the advantages of one sided illumination, it is still improper to proscribe double sided lighting, as has been repeatedly done. In any event, light from two sides is better than insufficient illumination from one; besides it is a good form when understandingly arranged. The second row of windows may be behind or to the right of the pupils, never in front of them. In every case the windows must be so disposed that the greater part of the light comes from the left. The glass to the left should furnish at least two-thirds of the total illumination, as was the case in the school house of Ferrand in the World's Exposition at Paris, 878.

If the number of windows on each side is the same, the above conditions are best complied with when the windows to the right do not extend downwards as far as the others. In this manner the inconvenience of shadows from the hand and pen falling to the left will be prevented for the pupils sitting on the right.

Beside this, the situation of the room is to be taken into consideration, and intelligent advantage taken of it, so that a good distribution of light may be secured. For example, if a room lies so that its two long sides look to the southeast and northwest, the teacher's desk should be at the

the southerly, small end, and twice as many windows should be on the southeast as are on the northwest side. Then, in the hours of the forenoon at least, the light falling from the southeast would very much overbalance that from the northwest, and in any event a good light distribution would be certain.

How far should the windows extend above and below?

The higher the upper border of the window the better—it should reach to the ceiling if possible. On the other hand, the lower border should be above a certain limit. If it be too low, a part of the light from below passes upward into the eyes of the pupils, producing a confusing effect. The window sill should be at about the height of the pupils' heads when sitting. One meter high appears to me quite sufficient (Strassburg reports). A higher position of the window sill necessarily diminishes the lighting area. The French ordinance requires 1.20 meters from the floor; Trelat claims 1.30 meters; the Brussels Commission quite 1.55 meters. In the latter case the school room has much the appearance of a prison. When it is feared that the attention of the pupils may be distracted, the panes may be of ground glass. I have already remarked that for windows to the right of the pupils, other conditions come under consideration in view of which they need not be so low.

Apart from the downward limit, windows, as to dimension, can fail only in being too small, not in being too large. We have therefore to consider only the smallest limits of dimension in relation to the size of the room. In calculating the lighting area, the window hangings and frame work are to be deducted. Cohn cites in his work a number of model school houses which were exhibited at the World's Exposition in Paris. The proportion of lighting area to floor area varied from 1:8.6, Prussian school room, to 1:1, school house of Ferrand.

As a matter of fact, the proportionate illumination in existing schools remains only too far behind that of these models. Blasius examined the schools of the Duchy of Braunschweig, collectively comprising 807 classes. In 3.1 per cent. of them the proportion of glass to floor area was 1:4, and better; in 22.7 per cent. it was from 1:4 to 1:7. In the first of these divisions the illumination was excellent, in the second sufficient. In the remaining 74 per cent., however, there was only one square meter of glass to more than seven of floor area, so that three-fourths of all the school rooms of the country are insufficiently lighted.

What should be considered the minimum of good illumination?

Cohn declares that 1:5 should be that minimum. Erisman asks for 1:4.5; the Brussels Commission, on the other hand, 1:6. Many of the standing commissions, as well as many of the government ordinances relating to this matter, fix no definite proportion between glass and floor area, but content themselves with prescribing the height and breadth of the windows. I have examined the large, newly built preparatory and industrial school at Luettich, which, according to the Belgian regulations, presents a proportion of 1:6 in most of the halls. In these halls, the illumination of the seats farthest removed from the windows is good only on clear days, other times insufficient. I feel forced, therefore, to unite with Cohn in demanding a minimum proportion of 1:5. With the same amount of glass area, many windows are better than a few; because, in the former case, the shadows of broad window jams falling on some seats are dispersed.

The color and form of the walls also have an influence on the illumination. The walls should be bright in order to reflect the light, but not bright enough to dazzle the eyes of the pupils. Cohn's proposition to employ a light gray shade should meet with general assent.

Direct sun light should be intercepted to the extent that it falls upon the school desks. To this end ground glass window panes may be used, or curtains of various materials, or window blinds of different kinds. The ground glass panes are sometimes very dazzling themselves. Simple, gray linen curtains are the best. For the use of the same, Cohn commends the American model school house in the Exposition at Vienna, in which the curtains were fixed at half the height of the windows so that either the upper or lower half, or both at once, might be darkened

Artificial illumination is necessary for the first, or even first two, hours in winter as well as for evening instruction. Primary schools, occupying less time per day, are able to choose the brightest hours. Artificial illumination comes into consideration for preparatory and high schools only. As these are found almost exclusively in cities furnished with gas, the latter, as a rule, is employed for lighting. According to Cohn and Varrentrapp one flame for every four pupils should be provided for double desks. Common jets should be furnished with cylinders and shades. Besides, at least one lamp—better two, one on each side,—should be fixed to the school desk, with a zinc reflector to throw the light on the table, and at the same time protect the eyes of the pupils.

* * * * * * * * *

For large schools giving evening instruction in drawing especially, the electric light is to be recommended. The first experiment with it as far as I can learn was made at the opening of the preparatory and industrial school at Luettich, in 1883. Three rooms for drawing were lighted by electricity; each room—forty feet wide by eighty feet long—was furnished with two burners. These burners were fixed at the lower end of an iron rod pendant to about half the height of the hall. Below each light is placed a hollow mirror by which the light itself is hidden from view and at the same time thrown upon the white, plastered ceiling from which it is reflected everywhere about the room. The light therefore comes from above and falls in nearly an uniform manner upon the drawing tables, while its source is not visible. The light is abundant and not dazzling.

SEATS.

The fact that pupils hold their eyes much nearer their work than its accomplishment demands, constitutes one of the principal causes of myopia in the schools.

The working distance depends upon a definite, proportionate size of body, (Berlin). On account of the relative shortness of their arms, young children are forced to hold themselves nearer in writing than youths or adults. This occasions a higher degree of accommodation in childhood, though subject to a diminution later. However, within the limits fixed by the size of the body the working distance may vary greatly. These variations are the product of a number of factors; namely: *First*, refraction and acuity of vision; *Second*, illumination; *Third*, size of the object; *Fourth*, method of writing; *Fifth*, construction of the school seats and desks; *Sixth*, habits of holding the body. With the exception of the first—refraction and acuity of vision—all these factors are under our own control. If governed in these matters according to the demands of hygiene, few children—only those possessing faulty refraction or low acuity of vision—would still find it necessary to hold themselves so near the object. We may now consider the subject of school seats.

Pupils sit properly when the body is held exactly erect, so that the pelvis and shoulders are parallel to the back of the seat, and the head erect or only slightly inclined forward. The feet should rest on the floor and the back be supported by the back of the seat. In writing, only the fore arm, not the elbow as well, should rest on the table. This position is not less important for the prevention and diminution of spinal contortions than for the prevention of myopia. An indispensible condition for the same, however, is a properly constructed school seat.

There are at present a great number of models for good school seats, the description of which I shall not undertake here; they are mentioned in the works of Cohn, Riant, Baginski and others. The principles upon which a school seat should be constructed need only be mentioned.

First. Dimensions of the seat. Every class or grade should be furnished with seats of different sizes. In schools of numerous grades, it is sufficient to furnish each grade with two or three sizes of seats. In village schools of one grade where children of different ages, from 6 to 14 years, sit together, a greater number, four to six sizes are necessary.

Second. The perpendicular distance between the seat and desk should be only a little greater than the distance between the elbow and that part of the pelvis—tuberosity of the ischium—which supports the body while in a sitting posture, (viz., about one-eighth of the length of the body). Otherwise the child is forced, when placing the arm on the table, to raise the elbow too much, so that the upper part of the body hangs between the shoulders.

Third. The horizontal distance between the desk and the seat should be negative; that is, the anterior edge of the seat should reach somewhat under the desk. With a positive distance between seat and desk, and to a less degree by a zero distance, the children are forced to lean the body forward in writing and to support it by the elbows as props. By a negative distance, on the contrary, (Buchner and Cohn recommend five centimeters—about two inches) the child may write in an erect position with the back still supported.

The negative distance between seat and desk is proper only in writing; at other times the pupil is cramped and hindered by it in rising from the seat. The top of the desk therefore should be so arranged that it may be pushed or folded back when not in use for writing. The fact that a top that can be pushed in and out may be used for writing without being cleared off, gives it an advantage over the folding top. The school desks of Kunze, of Olmutzer, or of Candot fulfill this condition in a very simple manner.

Fourth. The height of the seat should be equal to the length of the pupil's leg from the knee to the foot, being about two-sevenths of the length of the body.

Fifth. The width of the seat should be about one-fifth of the length of the body, from twenty-two to thirty-three centimeters, i. e. from eight to twelve inches. The length of seat for each pupil should be at least sixty-four centimeters, (about twenty-five inches).

Sixth. The back of the seat should only reach up to the loins of the pupil. The best form is somewhat inclined and closely follows the curve of the body.

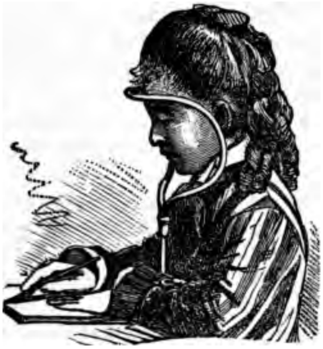
Seventh. The top of the desk should be sloping, so that the pupil may be enabled to hold the body in as erect a position as possible. Besides, this inclination facilitates the necessary movements of the body in writing. Cohn proposes an inclination of 1 : 6, about nine and a half degrees. The inclination of the desk should be of such a mechanical construction that the sloping (folding up or down of the desk) may be increased for the purpose of reading.

Eighth. The width of the desk naturally varies with the size of the pupil's body. According to Cohn it should be at least forty centimeters, 15.75 inches.

To furnish pupils with proper seats in school is naturally not enough, it should be done at home also. This is much more difficult to accomplish than is the requisite arrangement at school, especially when we have to do with children of indigent parents. The difficulty may be lessened by diminishing the work at home, which will be considered later. Nothing can be done in such cases further than to instruct the parents, in part orally through the teacher, and partly by giving out printed instructions as occasion requires. Moreover the school physician should call the attention of the parents of shortsighted pupils to this matter and add his instructions.

Even when all the conditions are as favorable as may be, individual instances will still occur of pupils bending over and holding themselves too near the work. This is a bad habit peculiar to those having incipient myopia; although when a low degree of myopia is present, work may be done quite comfortably at a distance of thirty centimeters (twelve inches); still the subjects exhibit a great inclination to bend more closely over the page. Energetic admonition by the teachers in school may do much to influence the position of pupils; though unfortunately the same is not likely to be supplemented by similar admonition at home. When admonition is not sufficient, an "erect-holder" is indicated.

The following cut illustrates an instrument for this purpose devised by Kahlmann:



It consists of a metal ring covered with caoutchouc in which the forehead of the child rests, and through which he sees. Forster quite lately reports on the splendid results he has reached by the use of this holder in connection with concave glasses (Archiv. f. Augenheilkunde, XIV B. p. 309).

REGULATIONS WHICH CONCERN THE PUPIL.

Writing.

It has already been pointed out that among other factors, the method of writing has a great influence over the attitude of the pupil. The bad attitude of the body in writing manifests itself, *first*, by too great an inclination forward; *second*, by a twisting of the body on its axis. The results are myopia and contortion of the spine.

Now what is the connection between the manner of writing and the attitude of the body? I shall pass over the historical development of this question which may be found in detail in the reports of Berlin. The following is the result of his investigations which were carried out with a large number of children, and quite lately found further confirmation through the examination of left-handed persons.

In the great majority of cases (93 per cent.) the eyes during the act of writing are directed to the ground-stroke; that is, in forming the stroke they constantly follow the pen-point. On the contrary, the hair-line, or up-stroke, is completed without keeping the point of the pen in view, for the writer only fixes the point to which the pen is to arrive while drawing the line.

Looking upon, or fixing the ground-stroke takes place in such a manner that the base line of the eye (that is the line which unites the centers about which the eyes move) of the writer is held at right angles to the direction of this stroke,—he carries the ground-stroke, therefore, along the vertical meridian of his binocular field (field common to both eyes) of vision. Hence writing is decidedly different from reading, during which the "base line" is constantly parallel to the line of print.

It follows from this, that the position in which the head is held (and thence the body) is necessarily dependent upon the situation and direction of the " ground-stroke " and the position of the page, in case the ground-stroke has a definite and constant inclination to the line of writing. We have above recommended that the pupil should sit holding the head and body erect, and the latter parallel to the edge of the desk. Such an attitude can be maintained in writing, only when the ground-stroke is drawn perpendicular to the margin of the desk. This may be accomplished in two ways.

First. By making the script upright. To effect this the page should lie exactly in front of the body, the lines should be parallel to the edge of the desk, and the ground-stroke should be perpendicular to the line. Cohn speaks in favor of this script; also the French commission, Weber, Armainac, Layat, Schubert, and others.

Second. An erect attitude of the head and body may be maintained in writing oblique script when the following conditions are carried out; the page should lie in front of the body in such a manner that the lines incline from left to right, and from below upwards at an angle of thirty or forty degrees. The right inclination is observed when the ground stroke is drawn perpendicular to the edge of the desk. When a page written upon in this manner is laid straight before one the script is seen to be oblique, *i. e*, the ground stroke makes an angle of about fifty degrees with the line. Oblique script then is only upright script written on a page that lies obliquely.

Under any other conditions oblique script necessitates a distorted attitude of the head and body. This is the case in all those (numerous) schools where the pupils are required to hold the page directly in front of them while writing oblique characters. Happily they may emancipate themselves later from the improper manner of placing the page which they have been taught, though it does not follow they will give up the bad attitude of the body they have acquired thereby.

It is seen that a correct position of the writer is as possible with the oblique as with the upright script. Berlin makes the following objections to the upright, and in favor of the oblique script.

The simplest movement necessary to write along a line continuously consists in a backward inflection (extension) of the hand As this movement alone covers but slight space, there follows immediately a rotation of the arm in the shoulder joint. The part of the fore-arm lying on the edge of the desk forms a fixed point about which, as a center, the curving movement of the hand and pen-point is accomplished. When one experiments in this manner with the upright script—the lines being parallel to the transverse axis of the body—one finds that the writing runs " up hill." In order to remain upon the line one must draw the elbow backwards and to the right to the same extent that one advances along the line. This is accomplished by a series of such backward movements to the right.

It is quite different with the oblique script when written under the directions given above. The oblique direction of the line upwards coincides nearly with the tangent of the arc that the pen-point describes when the arm is rotated outwards. The backward movement, therefore, is not necessary, and there only remains the rotation of the arm at the shoulder joint· Since the forearm acts as the long arm of the lever, very little exertion is necessary to make the excursion of the hand quite ample. That this may be accomplished readily, a slight inclination of the top of the desk is desirable. For these reasons Berlin recommends the oblique script as being preferable to the upright. The latter is more tiresome, and, according to Baumler, more readily produces " writer's cramp."

In order to determine definitely which method of writing should be preferred, it would be necessary to compare two schools possessing similar hygienic conditions, in which the different methods of writing were in use, and then could be observed in which school the average position of the body were better. Berlin has already carried out investigations relative to this matter, which seem to prove that children usually hold themselves better in writing the upward script than while writing the oblique script as commonly, and badly, taught; but much worse with the upright than with the oblique when properly written. Berlin himself says, however, that these observations were made with children who were not accustomed to the upright script. His conclusions, therefore, require more definite confirmation.

Whatever method may be chosen, even with good illumination, good seats, etc., great attention on the part of the teacher is still necessary. By constant admonition he may do a great deal towards securing correct position on the part of his pupils. The teacher should not permit a child (presuming that he has no diminished acuity of vision) to hold himself nearer that twenty-five centimeters (a little over ten inches) from his work.

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Cohn warmly recommends making stenographical instructions obligatory in the higher classes of the preparatory schools, because by means of it the time which the student must pass at the writing desk may be materially shortened. From personal experience I must unconditionally join in this recommendation. Of course it would be better if the great amount of writing could be lessened. This holds for preparatory schools and universities where writing exercises is still much in practice.

Reading.

Javal has the merit of first having undertaken a fundamental scientific discussion of ordinary print. He distinguishes between visibility and legibility of the letters. He says a letter is visible as soon as it can be perceived as an object, though not yet recognized by name. When it can be named it is legible. I wish to use these expressions in another sense, as follows: a letter is visible when we can see it under such an angle that every part of it can be distinguished, so that we can, when the letter is unknown, make a drawing of it. The letter is legible when we can call it by name. For this purpose we do not need to see every part of it. Our facility in reading enables us often to conjecture what a letter is though we do not see the whole of it. This is naturally true, still more when it concerns the grouping of letters in a word or sentence. In the sense in which I use the term, a letter or word is legible at a much greater distance than it is visible. To be legible, therefore, it is only necessary that parts of a letter be seen. Which are those parts? Above all, the shaded stroke, for by it the hair lines may be divined. Javal has pointed out that the ready legibility of fat (deeply shaded) letters depends on this peculiarity. Below are examples of shaded and unshaded type of equal height.

VIRIBUS UNITIS

VIRIBUS UNITIS

The shaded letters are visible at a much greater distance, though the hair-lines of the one are as fine as those of the others, and are not seen at a greater distance, but are readily conjectured. Hence, shaded letters are preferable for inscriptions, signs, etc. Even so the tranverse lines at the ends (apices) of the letters are not simply to beautify the letter but to make it more easily recognized. They serve to beautify the type when drawn across the ground stroke at its ends, for they prevent the rounded appearance due to irradiation, for example, I. The apices, however, favor divination of the letter when they are drawn across the hair-line, indicating the ends of that line. They help us, for example, to distinguish between E and F, though the hair-lines of both these letters are entirely invisible to us.

The form of the letter also has an influence on its legibility. The form of each letter should be so characteristic that it would be impossible to mistake it for another. Unfortunately this is not always the case; the letters *c* and *e*, and *n* and *u* are easily confounded. Javal and Cohn have suggested remedies. The difference between visibility and legibility will be still more apparent when experiments with single letters in contradistinction to whole words and sentences are made, the latter being legible at a much greater distance. Naturally this will also depend on the practice of the experimenter. Children in general have a much better acuity of vision than adults, and letters are visible to them at a greater distance. On the other hand, running print must be held nearer by them in order to be legible, because children are less practiced in conjecturing. From this it would follow that in the first year of instruction the type should be larger than subsequently. This demand has long been complied with in practice, as the type of primers will testify. The large size of type intended for country people (prayer books, etc.,) finds its reason in this consideration.

To the practiced, the legibility of a type does not depend entirely upon its size and form, but also on the relation of the letters to one another. Legibility increases with the distance by which letters are separated from each other in a word, also with the distance of the separate lines.

Further, the print should be clean and uniformly black. The paper should be sufficiently thick to prevent any transparency, and of a clear white color. This is better than the grey or yellow tinted paper proposed by many.

Drawing and Hand-work.

When in drawing or hand-work the eyes must be brought too near the object, these occupations are accompanied by the same dangers as are incident to writing or reading.

In order to make this branch of instruction as harmless as possible the following points are to be observed:

First. Only those varieties of hand-work that require no great exactitude of vision should be taught in school. Cohn and Weber both maintain that all work that requires an approach of less than thirty-five centimeters (about 13⅛ inches) should be excluded from the school room. That variety of work which is required in a household, and which girls should learn, can all be done at that distance. Those varieties which would be banished from the school room because of being too fine are those only that appertain to articles of luxury and may be excluded without injury to any one.

Second. Instruction in drawing or print which, as Berlin has shown, the youngest children are inclined to look too closely upon, should not be commenced too soon. It is a mistake to require children of six to eight years of age, and even those in the kindergarten, to draw after designs, especially when the design is small and difficult to see, as for instance, the "point system" of Stuhlmann.

Third. For drawing as well as for hand-work the best illuminated hall should be chosen. If the work must be done in the evenings, which is not always to be avoided, especially in the trades schools, the artificial light in use must be of the best. Electric lighting as is used in Luettich is certainly preferable to all others.

When the best illumination that can be had is chosen for instruction in schools, not only the eyes of the children are spared at the time, but a further benefit is attained. Children habituated in school to work by a very good light will make efforts when at home to obtain the best illumination possible. We often see children at home performing their work at a table far removed from the windows, receiving little light. The boys read and the girls sew as long by twilight as possible before the lamp is lit. When children enjoy good illumination at school they will endeavor to obtain the same advantage at home. In this manner, perhaps, will be overcome that incredible indifference, in consequence of which persons often work in partial darkness, although a good light is close at hand.

SPECIAL REGULATIONS FOR PARTICULAR GRADES OF INSTRUCTION.

Primary Grades.

As to age, no child should be allowed to enter school under six years. In a number of countries the law requires the completion of the sixth year, and admits of primary instruction from the sixth to the fourteenth year.

Only moderate demands should be made of the primary schools as regards the number of working hours per day. For the lower classes three, for the upper, four sitting hours should be the maximum. Each sitting hour should not be longer that forty-five minutes. As the fatigue of sitting still is felt more by the younger children, perhaps only half an hour should be required of the lower classes at one time. Zehender and Chalybaeus proclaim for this division of time, which has already been carried out in some schools. A pause of fifteen or thirty minutes, therefore, is made between the separate hours. According to some, this should be occupied by gymnastic exercises. In any event it is expedient that the children should leave the room so that it may be thoroughly ventilated. Instead of employing this short period in gymnastics, it appears to me that it would be better to allow them to amuse themselves freely in the open air, or in winter, in a covered space.

The hours should include those of singing and gymnastics. In the lowest classes, the latter should begin as free exercise, to which more complicated forms of gymnastics may be added later as the age of the children allows. Gymnastics should be obligatory upon both sexes.

The time should be so divided that the hours for singing and gymnastics interrupt, in a suitable manner, the sitting hours. It is also expedient to permit the children to work in the garden when one is provided (as in Austria), to perform light military exercises (as in France), to play at games of exercise such as "ball," to learn to swim, etc.

Household work should be entirely omitted in the lowest classes; in the upper classes it should not be continued more than one and a half hours daily.

Concerning the methods of instruction the principal points have been reverted to in considering the subjects of reading and writing.

In order to teach the oblique script the direction lines in the copy books are not necessary. When the page lies before the child in the proper manner the script takes the proper inclination of itself. It is not facilitated by deviation from certain graded angles, and Berlin is right when he wishes all direction lines banished, because the attention is directed too closely upon them. The same is true of the model copy book of Adler, prescribed by Cohn. Any copy, or anything about the copy, made up of fine lines or of points grouped together is to be rejected.

For writing material, the slate has been in general use for instruction up to the present time. Horner shows that the slate bears to ink on paper a proportion of 3:4 for visibility. This, as well as the glittering reflex from the slate induces a bad attitude on the part of the pupil. According to the opinion of Cohn the white slate is to be recommended. Cohn determined, by experiment, that, as to visibility, the writing on a black slate is to that on the white slate as 5:6 (from later observations as 7:8).

Preparatory School Instruction.

The preparatory is that grade of instruction that is of the greatest danger to the eyes. The primary schools produces very little short sight. Therefore the number of myopes in the lower classes of the preparatory schools is very small. In the course of the preparatory grades, however, the number of myopes gradually increases up to a final average of fifty per cent. (see the curve, taken from Cohn, page 186). It has been shown how much faulty illumination and print have to do with this frightful increase. The hurtful influence of these factors is greatly increased by the very improper amount of work that is required of pupils in these departments. In Germany particularly, the overburdening of pupils has reached the highest degree. Durr has made some interesting calculations on this subject. In Germany, the pupil performs 25,000 hours of school and home work during the course of his combined preparatory school years, of which 650 hours are devoted to exercise. Durr further makes a comparison between Germany, France and England, as to the number of hours of work required of the pupil from his tenth to his nineteenth year, inclusive. The following is the result:

FROM 10TH TO 19TH YEAR.	WORKING HOURS.	EXERCISE HOURS.
In England.	16,500.	4,500.
In France.	19,000.	1,300.
In Germany.	20,000.	650.

Nothing could better demonstrate the perverted methods of instruction in the German schools. In this is to be found the true cause of the prevalency of myopia in Germany. It is not the German script or the German print, nor has the nationality anything to do with it, but it is the overburdening of the scholars with work, more than all. There is a double cause for this, excess of material and bad methods of instruction. The increase in subjects of study has its obvious origin in the unexpected flight of the natural sciences in modern times. Knowledge of their importance to every man makes their reception on the programme of the public schools necessary. At the same time the old material for study is retained in its entire extent. This becomes such a heavy ballast by reason of the old, faulty methods, that many influential voices are raised in favor of throwing a part of it overboard. This is not the place to discuss the question.

All agree that the daily time of work in the preparatory schools must be diminished. Some believe that the subjects of study may all be retained if a better method of instruction is adopted. Others that this alone would not be enough, but that subjects for study in certain departments (the dead languages for example) should be lessened. I can not help but agree with the latter view. It is a common experience with Professors to find that applicants from the Polytechnic Schools are not prepared for the University, for which failing, their knowledge of the ancient languages in no way indemnifies them. In what way can we obviate this evil?

First, the authorities should be induced to diminish the course of study in the polytechnic schools and gymnasia.

Many young people attend the public high schools, which afford a better result and more satisfactory instruction than the polytechnic schools and colleges. Schools for manual training, trades and commercial schools, are even more to be recommended, in which, without being overburdened, the scholar acquires a mass of knowledge that is of general use.

As to excessive work, the hours of confinement, or sitting hours, only come under consideration. The Strasburg commission proposed that the lowest classes should have eighteen hours per week, the time to be increased in the higher classes to thirty hours. Alexi desires a greater diminution. According to his proposition, made before the "German Union for the Public Regimen," the number of sitting hours in the gymnasium should be from twenty-four to twenty six per week; in the polytechnic schools twenty-eight per week. Every one may experience for himself how much it is necessary to strain the mind in order to fix the attention on one subject for an hour continuously. When four hours per day are required of the pupil it is a great deal, and should be the maximum of work demanded.

The time of instruction should be so divided that temporary relaxation of the accommodation of the eye (that muscular action by which the "focus" of the eye is changed for different distances) may be permitted. If we adhere to the principles adduced for the primary schools, no lesson should be continued for more than three quarters of an hour. Finally, it is of the greatest importance that the sitting hour should be interrupted as much as may be by hours of bodily exercise. By most of the regulations, at present in force, the time for gymnastics is limited to two hours per week. It is highly necessary that this time should be increased.

The home work also demanded by the gymnasia and polytechnic schools has gradually increased to an enormous extent. Pupils of the gymnasium of Berlin, and the scholars of the polytechnic school of Dresden, have from thirty-three to thirty-eight hours of home work per week, so that they are forced to labor daily from seven o'clock in the morning to ten in the evening. What time for recreation is provided here?

As regards the value of superficial work it may be said to stand in inverse proportion to the length of the day.

The Strasburg commission provides that three hours home work shall be required of the lowest classes per week, and twelve to eighteen hours for the higher classes, and that the latter maximum shall never be passed. These regulations are entirely justifiable.

The diminishing of home work is doubly necessary, because it is often done by bad illumination, on bad seats, and under many other unfavorable circumstances. It should not only be diminished, but should be regulated in a sensible manner. When it appears that a pupil is not particularly "gifted," the teacher should urgently warn the parents not to burden him with irregular subjects of study at home.

The recreations of vacations and Sundays should not be interfered with by home work. Vacations are usually fixed at such time as to permit pupils to indulge in pedestrian excursions. Aside from the great advantage to body and mind of such excursions, they have an excellent influence on the condition of the eyes. Arlt has made the observation on himself, and has seen it confirmed in many others, that myopes usually return from such journeys somewhat less shortsighted. Long continued rest probably conduces to complete relaxation of the muscles of accommodation thereby reducing the degree of myopia.

The education of the rising generation requires thorough reform, the necessity of which becomes daily more apparent. The body should no longer be neglected in favor of the mind, The ideal education is that of the English youth in which " athletics," so called, plays so important a part. It includes, swimming, rowing, riding, archery, and a long list of plays practiced in the open air.

The disproportion between the acquirement of knowledge and the time allotted to it exists in the highest as well as in the preparatory schools. However, the advanced students are less strictly bound by rules. The time to be devoted to any particular branch may be prolonged at will. The other evils denounced in preparatory schools also exist in the advanced schools to a higher degree if possible. Seats, illumination, printing, all leave much to be desired. In addition comes that unfortunate habit, existing especially in Germany, of studying badly written copies of exercises.

MEASURES AGAINST EXISTING MYOPIA.

This is not the place to discuss the treatment of myopia; that belongs to the text-books of Ophthalmology. A few remarks in this connection, however, may be permitted.

In low grades of myopia, four dioptrics and less, the teacher, or preferably the school physician, should inform the parents and give them the rules necessary for the conduct of myopes.

Many shortsighted pupils wear glasses which have been purchased without the advice of a physician and consequently the majority are not suitable. Cohn found that thirty-seven per cent. of the glasses worn were too strong. Erisman found nineteen per cent. The direction of a qualified physician in these matters is absolutely necessary, and no scholar should be permitted to wear glasses for which he is not able to show a physician's order.

Should shortsighted pupils wear glasses? As long as they are able to see the blackboard or charts from the recitation seats glasses are not needed. Myopes of medium degree, however, must wear them for this purpose.

Strongly shortsighted eyes must be considered as diseased, and every such case should be examined by the school physician in order that he may give it proper attention. The physician should call the special attention of the parents to it in order that they may know the child is not capable of adopting certain vocations.

MEDICAL SUPERVISION OF THE SCHOOLS.

It has only been a few years since any one thought it necessary to call the attention of the physician to school matters. Surgeons and oculists were the first to point out that danger to many a child existed in the school room. Then learned medical societies began to concern themselves with the quesion, and some municipal authorities organized medical supervision within their districts. In some instances, quite lately, governments followed suit and appointed commissions for the purposes of investigation. France, as early as June 17, 1880, passed a law regulating the building and appointments of schools, taking into account the demands of modern hygiene. In 1881, the government named a commission, which was in part composed of physicians. The same visited certain schools and presented a report in the following year through Dr. Gariel. Almost simultaneously a commission which had been appointed by the Governor of Elsass-Lothringen, sent in a report. This commission was composed entirely of physicians. Further, a commission composed of physicians and men interested in school matters, and which had been named by the Hessian government, followed. In addition, a commission was appointed by the Wurtemberg government to which Berlin and Rembold presented a report in 1882. These reports collectively recommend the appointment of school physicians who shall regularly undertake supervision of the schools. Cohn formulated this recommendation in the most precise manner before the International Congress of Hygiene at Geneva, in 1882, and that body adopted Cohn's theses.

Though general legal ordinances respecting medical supervision of the schools is lacking at present, certain States and Departments have instituted regular medical service. Brussels was the first to do so. Medical school inspection has existed in Brussels since 1874. It includes the common schools of the city and the kindergarten. The appointed physician examines the schools three times per month, and it is his duty to note the hygienic condition, and the general health of the pupils. The eyes receive special attention principally on account of the prevailing trachoma (granulations) in Belgium. The city of Lowen followed a year later, then Antwerpen and others.

In the neighboring country of Holland, since 1865, the law gives the appointed physician the right to visit the schools, and to urge necessary changes, but is not in duty bound to do so, so that regular control does not exist.

In England, in 1872, a medical department was founded in the local Government Board, which provided for the medical supervision of the schools.

In France, the Department of the Seine first established medical service in 1879. The same is deficient in that it provides for the common schools only and not for the private schools. The school physician, who is named once in three years by the Prefecture, must visit each class twice per month. They have first to review the school locale and then examine the scholars. They must write their observations in a book which is kept in the school, and must make a short report of the same (in the form of a filled out blank) to the Mayor within twenty-four hours. Following the example of the Department of the Seine, a number of provincial cities, Havre, Bordeaux, Lille and Lyons, have also provided for sanitary service for the schools.

In Germany, Frankfurt on the Main appointed a city physician to inspect the schools, April 1, 1883. In Switzerland a provision for school inspection is under consideration at Geneva.

Thus medical supervision of schools is yet in its infancy. That already existing, is but the initiative taken by a few intelligent municipal governments. The strong arm of the general government, however, is needed to carry out such supervision after a common system throughout the entire country.

SCHOOL PHYSICIANS.

Regarding the inspection of a school, many points come under consideration. The general hygienic relations of the buildings, the conditions of health of pupils in general, the outbreak of contagious diseases, the carriage of the body with respect to curvature of the spine, and finally, the eyes of the pupils. It is not sufficient that the control be merely general in its supervision, it must be exact and sure in action. When good supervision can not be had it is better not to have any. A bad one lulls the parents into a feeling of security without furnishing any safety to the children.

In this demand for good expert control, lies the principal difficulty to be overcome in the introduction of school supervision. Such supervision demands an amount of knowledge that not every practicing physician is possessed of, because it is to a considerable extent of a special nature. Of this I will only mention the knowledge of hygiene respecting school buildings, and particularly the knowledge necessary to the examination of the eyes. Austria is the country where clinical instruction in ophthalmology has been given for the longest time, and where it has been made part of the curriculum obligatory upon the medical student. From personal experience I can affirm, however, that the practising physician is badly furnished with ophthalmological knowledge in spite of this fact.

It has only been a few years that all universities in Germany have had eye clinics. In Paris, a university eye clinic has only existed four years. In England, ophthalmology is not obligatory, and is not usually taken up by medical students. How then can we expect special knowledge of this branch from the general practising physician? How long might one have to search for a practising physician in possession of a case of trial-lenses? It can not be expected, then, that the ordinary physician should be able to determine the refraction of the pupils' eyes. Should they be forced to attempt it, the result would not be reliable. Every oculist knows that the determination of refraction is not an easy task. While, therefore, the knowledge of a practising physician may be sufficient to include the other points mentioned above, it can not be sufficient for the the examination of eyes. That the control of the schools may be carried out in a practical manner, only such physicians should be trusted as are suited to the work. Physicians established in cities will present themselves for this duty (Society, District physicians, etc.). In some countries they are required to present a certificate of qualification in the special branch to which the office they seek appertains, for example, hygiene. That the hygiene of the eyes may be taken into account, still more must be required in the future. Only those accomplished in this department should be trusted. The city physicians, or health officers, are not numerous enough to attend to the duties of school work continuously. I believe that the work of supervision might be graded with reference to the character of the school. In the primaries, especially of the villages, the time of instruction is so short that the special dangers threatening the pupils, curvature of the spine and shortsightedness, exist in such small proportion that they are not to be feared. In reference to the latter I call to mind that Cohn found only one and a half per cent. shortsightedness among the village school children. The supervision of these schools, therefore, might be entrusted to a practising physician, for the determination of the refraction need not be included in his duties. The preparatory schools, on the contrary, should be under the control of a specially appointed district physician. In every city where an oculist is established, that position should be given him on account of the necessity of eye examinations.

Of the many points belonging to the supervision of schools I shall only mention those which especially refer to refraction, omitting the others.

First. On the recommendation of expert commissions the government should fix rules relative to the construction of school buildings, their location, the material for study, the methods of instruction, the school books, etc. As to school locality and furniture the rules already established should be implicitly followed. The plans of a school about to be built should be laid before the proper government authorities for inspection and license. The same authorities should pass on school buildings already existing, and those found to be failing in certain fixed minimum requirements should be condemned and closed.

Second. The school physician should be appointed by the government and be remunerated according to the service rendered. Wherever a district physician is located he should be charged with the supervision of the schools. In those places where an oculist can be reached he should be intrusted with the examination of the childrens' eyes.

In the preparatory schools, grammar, commercial and trades, polytechnic schools and gymnasia, the refraction of every pupil should be ascertained and recorded at the beginning of the year. The physician should determine how the pupils should be seated with reference to peculiarities of visual power, which pupils ought to wear glasses and what glasses, also what branches, if any, should be dispensed with in the course of certain subjects, (drawing for example). When necessary he should notify parents, give them rules and suggest the precautionary measure which the eyes of their children may demand.

The school physician should file reports of his eye examinations with the proper authorities.

As already observed these are the points that relate exclusively to the prevention of myopia. The efforts of the State and of the appointed physicians would be very materially promoted if those being prepared for the office of teacher could receive instructions in hygiene. The teacher and school physician would then be able to work together to the best interests of the pupils.

NAMES OF TEACHERS EMPLOYED

MAY, 1886.

Names in Small Capitals indicate Principals of Schools and Special Teachers; in Italics, Head Assistants; and in German Text, Teachers of German.

NAME.	SCHOOL.	RESIDENCE.
Abbott, Mary A.	Headley	194 Wesson Street.
Adams, Alice M.	Webster	2252 Wabash Avenue.
ADAMS, CARRIE G.	Polk Street	408 Washington Boulev'd.
Adams, Elvira H.	Armour Street	611½ Fulton Street.
Adams, Gertrude J.	Webster	2252 Wabash Avenue.
Adams, Kittie E.	Cooper	476 Center Avenue.
Adams, Maggie C.	Longfellow	476 Center Avenue.
Adams, Mary T.	W. Thirteenth Street	476 Center Avenue.
Adams, Sophia B.	King	422 S. Oakley Avenue.
Adler, Hannah	Raymond and Brenan	41 E. Thirteenth Street.
Ahern, Ellen	Langland	552 W. North Avenue.
Ahern, Mary	Von Humboldt	552 W. North Avenue.
Ahern, Mary	Langland	2953 Butler Street.
Aiken, Lois M.	Thomas Hoyne	73 North State Street.
Alexander, Letitia M.	Calumet Avenue	Englewood, Ill.
Alger, Julia C.	Wells	248 Ohio Street.
Allen, Jennie	Arnold	341 Center Street.
ALLING, JAMES CAREY	Central Park	1473 Washington Boul'd.
Alpiner, Flora E.	Andersen	418 W. Indiana Street.
Alstrup, Charlotte	Burr	81 W. Ohio Street.
Anderson, Annie J.	Motley	422 W. Ohio Street.
Anderson, Mary V.	Kosciusko	345 W. Indiana Street.
Anderson, Nellie W.	Haven	2910 Indiana Avenue.
Andrews, May	Montefiore	251 Winchester Avenue.
Armstrong, Edith	Wentworth Avenue	"The Walton," N. Clark St.
Armstrong, Lizzie H.	Calumet Avenue	3811 Indiana Avenue.
Atkinson, Emma	Jefferson	581 W. Harrison Street.
Austin, Georgiana M.	La Salle	328 Hudson Avenue.
Averill, Carrie L.	Irving	420 Warren Avenue.
Ayers, Grace B.	Washington	420 Warren Avenue.
Ayers, Lillie G.	Central Park	420 Warren Avenue.
AYRES, LAURA D.	Armour Street	537 W. Jackson Street.

The negative distance between seat and desk is proper only in writing; at other times the pupil is cramped and hindered by it in rising from the seat. The top of the desk therefore should be so arranged that it may be pushed or folded back when not in use for writing. The fact that a top that can be pushed in and out may be used for writing without being cleared off, gives it an advantage over the folding top. The school desks of Kunze, of Olmutzer, or of Candot fulfill this condition in a very simple manner.

Fourth. The height of the seat should be equal to the length of the pupil's leg from the knee to the foot, being about two-sevenths of the length of the body.

Fifth. The width of the seat should be about one-fifth of the length of the body, from twenty-two to thirty-three centimeters, i. e. from eight to twelve inches. The length of seat for each pupil should be at least sixty-four centimeters, (about twenty-five inches).

Sixth. The back of the seat should only reach up to the loins of the pupil. The best form is somewhat inclined and closely follows the curve of the body.

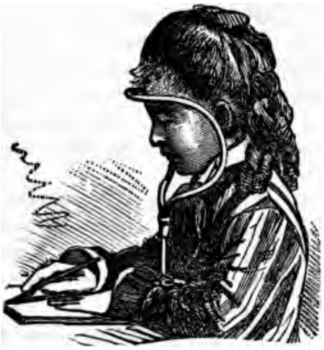
Seventh. The top of the desk should be sloping, so that the pupil may be enabled to hold the body in as erect a position as possible. Besides, this inclination facilitates the necessary movements of the body in writing. Cohn proposes an inclination of 1 : 6, about nine and a half degrees. The inclination of the desk should be of such a mechanical construction that the sloping (folding up or down of the desk) may be increased for the purpose of reading.

Eighth. The width of the desk naturally varies with the size of the pupil's body. According to Cohn it should be at least forty centimeters, 15.75 inches.

To furnish pupils with proper seats in school is naturally not enough, it should be done at home also. This is much more difficult to accomplish than is the requisite arrangement at school, especially when we have to do with children of indigent parents. The difficulty may be lessened by diminishing the work at home, which will be considered later. Nothing can be done in such cases further than to instruct the parents, in part orally through the teacher, and partly by giving out printed instructions as occasion requires. Moreover the school physician should call the attention of the parents of shortsighted pupils to this matter and add his instructions.

Even when all the conditions are as favorable as may be, individual instances will still occur of pupils bending over and holding themselves too near the work. This is a bad habit peculiar to those having incipient myopia; although when a low degree of myopia is present, work may be done quite comfortably at a distance of thirty centimeters (twelve inches); still the subjects exhibit a great inclination to bend more closely over the page. Energetic admonition by the teachers in school may do much to influence the position of pupils; though unfortunately the same is not likely to be supplemented by similar admonition at home. When admonition is not sufficient, an "erect-holder" is indicated.

The following cut illustrates an instrument for this purpose devised by Kahlmann:



It consists of a metal ring covered with caoutchouc in which the forehead of the child rests, and through which he sees. Forster quite lately reports on the splendid results he has reached by the use of this holder in connection with concave glasses (Archiv. f. Augenheilkunde, XIV B. p. 309).

REGULATIONS WHICH CONCERN THE PUPIL.

Writing.

It has already been pointed out that among other factors, the method of writing has a great influence over the attitude of the pupil. The bad attitude of the body in writing manifests itself, *first*, by too great an inclination forward; *second*, by a twisting of the body on its axis. The results are myopia and contortion of the spine.

Now what is the connection between the manner of writing and the attitude of the body? I shall pass over the historical development of this question which may be found in detail in the reports of Berlin. The following is the result of his investigations which were carried out with a large number of children, and quite lately found further confirmation through the examination of left-handed persons.

In the great majority of cases (93 per cent.) the eyes during the act of writing are directed to the ground-stroke; that is, in forming the stroke they constantly follow the pen-point. On the contrary, the hair-line, or up-stroke, is completed without keeping the point of the pen in view, for the writer only fixes the point to which the pen is to arrive while drawing the line.

Looking upon, or fixing the ground-stroke takes place in such a manner that the base line of the eye (that is the line which unites the centers about which the eyes move) of the writer is held at right angles to the direction of this stroke,—he carries the ground-stroke, therefore, along the vertical meridian of his binocular field (field common to both eyes) of vision. Hence writing is decidedly different from reading, during which the "base line" is constantly parallel to the line of print.

It follows from this, that the position in which the head is held (and thence the body) is necessarily dependent upon the situation and direction of the "ground-stroke" and the position of the page, in case the ground-stroke has a definite and constant inclination to the line of writing. We have above recommended that the pupil should sit holding the head and body erect, and the latter parallel to the edge of the desk. Such an attitude can be maintained in writing, only when the ground-stroke is drawn perpendicular to the margin of the desk. This may be accomplished in two ways.

First. By making the script upright. To effect this the page should lie exactly in front of the body, the lines should be parallel to the edge of the desk, and the ground-stroke should be perpendicular to the line. Cohn speaks in favor of this script; also the French commission, Weber, Armainac, Layat, Schubert, and others.

Second. An erect attitude of the head and body may be maintained in writing oblique script when the following conditions are carried out; the page should lie in front of the body in such a manner that the lines incline from left to right, and from below upwards at an angle of thirty or forty degrees. The right inclination is observed when the ground stroke is drawn perpendicular to the edge of the desk. When a page written upon in this manner is laid straight before one the script is seen to be oblique, *i. e*, the ground stroke makes an angle of about fifty degrees with the line. Oblique script then is only upright script written on a page that lies obliquely.

Under any other conditions oblique script necessitates a distorted attitude of the head and body. This is the case in all those (numerous) schools where the pupils are required to hold the page directly in front of them while writing oblique characters. Happily they may emancipate themselves later from the improper manner of placing the page which they have been taught, though it does not follow they will give up the bad attitude of the body they have acquired thereby.

It is seen that a correct position of the writer is as possible with the oblique as with the upright script. Berlin makes the following objections to the upright, and in favor of the oblique script.

The simplest movement necessary to write along a line continuously consists in a backward inflection (extension) of the hand As this movement alone covers but slight space, there follows immediately a rotation of the arm in the shoulder joint. The part of the fore-arm lying on the edge of the desk forms a fixed point about which, as a center, the curving movement of the hand and pen-point is accomplished. When one experiments in this manner with the upright script—the lines being parallel to the transverse axis of the body—one finds that the writing runs "up hill." In order to remain upon the line one must draw the elbow backwards and to the right to the same extent that one advances along the line. This is accomplished by a series of such backward movements to the right.

It is quite different with the oblique script when written under the directions given above. The oblique direction of the line upwards coincides nearly with the tangent of the arc that the pen-point describes when the arm is rotated outwards. The backward movement, therefore, is not necessary, and there only remains the rotation of the arm at the shoulder joint. Since the forearm acts as the long arm of the lever, very little exertion is necessary to make the excursion of the hand quite ample. That this may be accomplished readily, a slight inclination of the top of the desk is desirable. For these reasons Berlin recommends the oblique script as being preferable to the upright. The latter is more tiresome, and, according to Baumler, more readily produces " writer's cramp."

In order to determine definitely which method of writing should be preferred, it would be necessary to compare two schools possessing similar hygienic conditions, in which the different methods of writing were in use, and then could be observed in which school the average position of the body were better. Berlin has already carried out investigations relative to this matter, which seem to prove that children usually hold themselves better in writing the upward script than while writing the oblique script as commonly, and badly, taught; but much worse with the upright than with the oblique when properly written. Berlin himself says, however, that these observations were made with children who were not accustomed to the upright script. His conclusions, therefore, require more definite confirmation.

Whatever method may be chosen, even with good illumination, good seats, etc., great attention on the part of the teacher is still necessary. By constant admonition he may do a great deal towards securing correct position on the part of his pupils. The teacher should not permit a child (presuming that he has no diminished acuity of vision) to hold himself nearer that twenty-five centimeters (a little over ten inches) from his work.

* * * * * * * * *

Cohn warmly recommends making stenographical instructions obligatory in the higher classes of the preparatory schools, because by means of it the time which the student must pass at the writing desk may be materially shortened. From personal experience I must unconditionally join in this recommendation. Of course it would be better if the great amount of writing could be lessened. This holds for preparatory schools and universities where writing exercises is still much in practice.

Reading.

Javal has the merit of first having undertaken a fundamental scientific discussion of ordinary print. He distinguishes between visibility and legibility of the letters. He says a letter is visible as soon as it can be perceived as an object, though not yet recognized by name. When it can be named it is legible. I wish to use these expressions in another sense, as follows: a letter is visible when we can see it under such an angle that every part of it can be distinguished, so that we can, when the letter is unknown, make a drawing of it. The letter is legible when we can call it by name. For this purpose we do not need to see every part of it. Our facility in reading enables us often to conjecture what a letter is though we do not see the whole of it. This is naturally true, still more when it concerns the grouping of letters in a word or sentence. In the sense in which I use the term, a letter or word is legible at a much greater distance than it is visible. To be legible, therefore, it is only necessary that parts of a letter be seen. Which are those parts? Above all, the shaded stroke, for by it the hair lines may be divined. Javal has pointed out that the ready legibility of fat (deeply shaded) letters depends on this peculiarity. Below are examples of shaded and unshaded type of equal height.

VIRIBUS UNITIS

VIRIBUS UNITIS

The shaded letters are visible at a much greater distance, though the hair-lines of the one are as fine as those of the others, and are not seen at a greater distance, but are readily conjectured. Hence, shaded letters are preferable for inscriptions, signs, etc. Even so the tranverse lines at the ends (apices) of the letters are not simply to beautify the letter but to make it more easily recognized. They serve to beautify the type when drawn across the ground stroke at its ends, for they prevent the rounded appearance due to irradiation, for example, I. The apices, however, favor divination of the letter when they are drawn across the hair-line, indicating the ends of that line. They help us, for example, to distinguish between E and F, though the hair-lines of both these letters are entirely invisible to us.

The form of the letter also has an influence on its legibility. The form of each letter should be so characteristic that it would be impossible to mistake it for another. Unfortunately this is not always the case; the letters *c* and *e*, and *n* and *u* are easily confounded. Javal and Cohn have suggested remedies. The difference between visibility and legibility will be still more apparent when experiments with single letters in contradistinction to whole words and sentences are made, the latter being legible at a much greater distance. Naturally this will also depend on the practice of the experimenter. Children in general have a much better acuity of vision than adults, and letters are visible to them at a greater distance. On the other hand, running print must be held nearer by them in order to be legible, because children are less practiced in conjecturing. From this it would follow that in the first year of instruction the type should be larger than subsequently. This demand has long been complied with in practice, as the type of primers will testify. The large size of type intended for country people (prayer books, etc.,) finds its reason in this consideration.

To the practiced, the legibility of a type does not depend entirely upon its size and form, but also on the relation of the letters to one another. Legibility increases with the distance by which letters are separated from each other in a word, also with the distance of the separate lines.

Further, the print should be clean and uniformly black. The paper should be sufficiently thick to prevent any transparency, and of a clear white color. This is better than the grey or yellow tinted paper proposed by many.

Drawing and Hand-work.

When in drawing or hand-work the eyes must be brought too near the object, these occupations are accompanied by the same dangers as are incident to writing or reading.

In order to make this branch of instruction as harmless as possible the following points are to be observed:

First. Only those varieties of hand-work that require no great exactitude of vision should be taught in school. Cohn and Weber both maintain that all work that requires an approach of less than thirty-five centimeters (about 13⅛ inches) should be excluded from the school room. That variety of work which is required in a household, and which girls should learn, can all be done at that distance. Those varieties which would be banished from the school room because of being too fine are those only that appertain to articles of luxury and may be excluded without injury to any one.

Second. Instruction in drawing or print which, as Berlin has shown, the youngest children are inclined to look too closely upon, should not be commenced too soon. It is a mistake to require children of six to eight years of age, and even those in the kindergarten, to draw after designs, especially when the design is small and difficult to see, as for instance, the "point system" of Stuhlmann.

Third. For drawing as well as for hand-work the best illuminated hall should be chosen. If the work must be done in the evenings, which is not always to be avoided, especially in the trades schools, the artificial light in use must be of the best. Electric lighting as is used in Luettich is certainly preferable to all others.

When the best illumination that can be had is chosen for instruction in schools, not only the eyes of the children are spared at the time, but a further benefit is attained. Children habituated in school to work by a very good light will make efforts when at home to obtain the best illumination possible. We often see children at home performing their work at a table far removed from the windows, receiving little light. The boys read and the girls sew as long by twilight as possible before the lamp is lit. When children enjoy good illumination at school they will endeavor to obtain the same advantage at home. In this manner, perhaps, will be overcome that incredible indifference, in consequence of which persons often work in partial darkness, although a good light is close at hand.

SPECIAL REGULATIONS FOR PARTICULAR GRADES OF INSTRUCTION.

Primary Grades.

As to age, no child should be allowed to enter school under six years. In a number of countries the law requires the completion of the sixth year, and admits of primary instruction from the sixth to the fourteenth year.

Only moderate demands should be made of the primary schools as regards the number of working hours per day. For the lower classes three, for the upper, four sitting hours should be the maximum. Each sitting hour should not be longer that forty-five minutes. As the fatigue of sitting still is felt more by the younger children, perhaps only half an hour should be required of the lower classes at one time. Zehender and Chalybaeus proclaim for this division of time, which has already been carried out in some schools. A pause of fifteen or thirty minutes, therefore, is made between the separate hours. According to some, this should be occupied by gymnastic exercises. In any event it is expedient that the children should leave the room so that it may be thoroughly ventilated. Instead of employing this short period in gymnastics, it appears to me that it would be better to allow them to amuse themselves freely in the open air, or in winter, in a covered space.

The hours should include those of singing and gymnastics. In the lowest classes, the latter should begin as free exercise, to which more complicated forms of gymnastics may be added later as the age of the children allows. Gymnastics should be obligatory upon both sexes.

The time should be so divided that the hours for singing and gymnastics interrupt, in a suitable manner, the sitting hours. It is also expedient to permit the children to work in the garden when one is provided (as in Austria), to perform light military exercises (as in France), to play at games of exercise such as " ball," to learn to swim, etc.

Household work should be entirely omitted in the lowest classes; in the upper classes it should not be continued more than one and a half hours daily.

Concerning the methods of instruction the principal points have been reverted to in considering the subjects of reading and writing.

In order to teach the oblique script the direction lines in the copy books are not necessary. When the page lies before the child in the proper manner the script takes the proper inclination of itself. It is not facilitated by deviation from certain graded angles, and Berlin is right when he wishes all direction lines banished, because the attention is directed too closely upon them. The same is true of the model copy book of Adler, prescribed by Cohn. Any copy, or anything about the copy, made up of fine lines or of points grouped together is to be rejected.

For writing material, the slate has been in general use for instruction up to the present time. Horner shows that the slate bears to ink on paper a proportion of 3:4 for visibility. This, as well as the glittering reflex from the slate induces a bad attitude on the part of the pupil. According to the opinion of Cohn the white slate is to be recommended. Cohn determined, by experiment, that, as to visibility, the writing on a black slate is to that on the white slate as 5:6 (from later observations as 7:8).

Preparatory School Instruction.

The preparatory is that grade of instruction that is of the greatest danger to the eyes. The primary schools produces very little short sight. Therefore the number of myopes in the lower classes of the preparatory schools is very small. In the course of the preparatory grades, however, the number of myopes gradually increases up to a final average of fifty per cent. (see the curve, taken from Cohn, page 186). It has been shown how much faulty illumination and print have to do with this frightful increase. The hurtful influence of these factors is greatly increased by the very improper amount of work that is required of pupils in these departments. In Germany particularly, the overburdening of pupils has reached the highest degree. Durr has made some interesting calculations on this subject. In Germany, the pupil performs 25,000 hours of school and home work during the course of his combined preparatory school years, of which 650 hours are devoted to exercise. Durr further makes a comparison between Germany, France and England, as to the number of hours of work required of the pupil from his tenth to his nineteenth year, inclusive. The following is the result:

FROM 10TH TO 19TH YEAR.	WORKING HOURS.	EXERCISE HOURS.
In England.	16,500.	4,500.
In France.	19,000.	1,300.
In Germany.	20,000.	650.

Nothing could better demonstrate the perverted methods of instruction in the German schools. In this is to be found the true cause of the prevalency of myopia in Germany. It is not the German script or the German print, nor has the nationality anything to do with it, but it is the overburdening of the scholars with work, more than all. There is a double cause for this, excess of material and bad methods of instruction. The increase in subjects of study has its obvious origin in the unexpected flight of the natural sciences in modern times. Knowledge of their importance to every man makes their reception on the programme of the public schools necessary. At the same time the old material for study is retained in its entire extent. This becomes such a heavy ballast by reason of the old, faulty methods, that many influential voices are raised in favor of throwing a part of it overboard. This is not the place to discuss the question.

All agree that the daily time of work in the preparatory schools must be diminished. Some believe that the subjects of study may all be retained if a better method of instruction is adopted. Others that this alone would not be enough, but that subjects for study in certain departments (the dead languages for example) should be lessened. I can not help but agree with the latter view. It is a common experience with Professors to find that applicants from the Polytechnic Schools are not prepared for the University, for which failing, their knowledge of the ancient languages in no way indemnifies them. In what way can we obviate this evil?

First, the authorities should be induced to diminish the course of study in the polytechnic schools and gymnasia.

Many young people attend the public high schools, which afford a better result and more satisfactory instruction than the polytechnic schools and colleges. Schools for manual training, trades and commercial schools, are even more to be recommended, in which, without being overburdened, the scholar acquires a mass of knowledge that is of general use.

As to excessive work, the hours of confinement, or sitting hours, only come under consideration. The Strasburg commission proposed that the lowest classes should have eighteen hours per week, the time to be increased in the higher classes to thirty hours. Alexi desires a greater diminution. According to his proposition, made before the "German Union for the Public Regimen," the number of sitting hours in the gymnasium should be from twenty-four to twenty six per week; in the polytechnic schools twenty-eight per week. Every one may experience for himself how much it is necessary to strain the mind in order to fix the attention on one subject for an hour continuously. When four hours per day are required of the pupil it is a great deal, and should be the maximum of work demanded.

The time of instruction should be so divided that temporary relaxation of the accommodation of the eye (that muscular action by which the "focus" of the eye is changed for different distances) may be permitted. If we adhere to the principles adduced for the primary schools, no lesson should be continued for more than three quarters of an hour. Finally, it is of the greatest importance that the sitting hour should be interrupted as much as may be by hours of bodily exercise. By most of the regulations, at present in force, the time for gymnastics is limited to two hours per week. It is highly necessary that this time should be increased.

The home work also demanded by the gymnasia and polytechnic schools has gradually increased to an enormous extent. Pupils of the gymnasium of Berlin, and the scholars of the polytechnic school of Dresden, have from thirty-three to thirty-eight hours of home work per week, so that they are forced to labor daily from seven o'clock in the morning to ten in the evening. What time for recreation is provided here?

As regards the value of superficial work it may be said to stand in inverse proportion to the length of the day.

The Strasburg commission provides that three hours home work shall be required of the lowest classes per week, and twelve to eighteen hours for the higher classes, and that the latter maximum shall never be passed. These regulations are entirely justifiable.

The diminishing of home work is doubly necessary, because it is often done by bad illumination, on bad seats, and under many other unfavorable circumstances. It should not only be diminished, but should be regulated in a sensible manner. When it appears that a pupil is not particularly "gifted," the teacher should urgently warn the parents not to burden him with irregular subjects of study at home.

The recreations of vacations and Sundays should not be interfered with by home work. Vacations are usually fixed at such time as to permit pupils to indulge in pedestrian excursions. Aside from the great advantage to body and mind of such excursions, they have an excellent influence on the condition of the eyes. Arlt has made the observation on himself, and has seen it confirmed in many others, that myopes usually return from such journeys somewhat less shortsighted. Long continued rest probably conduces to complete relaxation of the muscles of accommodation thereby reducing the degree of myopia.

The education of the rising generation requires thorough reform, the necessity of which becomes daily more apparent. The body should no longer be neglected in favor of the mind. The ideal education is that of the English youth in which "athletics," so called, plays so important a part. It includes, swimming, rowing, riding, archery, and a long list of plays practiced in the open air.

The disproportion between the acquirement of knowledge and the time allotted to it exists in the highest as well as in the preparatory schools. However, the advanced students are less strictly bound by rules. The time to be devoted to any particular branch may be prolonged at will. The other evils denounced in preparatory schools also exist in the advanced schools to a higher degree if possible. Seats, illumination, printing, all leave much to be desired. In addition comes that unfortunate habit, existing especially in Germany, of studying badly written copies of exercises.

MEASURES AGAINST EXISTING MYOPIA.

This is not the place to discuss the treatment of myopia; that belongs to the text-books of Ophthalmology. A few remarks in this connection, however, may be permitted.

In low grades of myopia, four dioptrics and less, the teacher, or preferably the school physician, should inform the parents and give them the rules necessary for the conduct of myopes.

Many shortsighted pupils wear glasses which have been purchased without the advice of a physician and consequently the majority are not suitable. Cohn found that thirty-seven per cent. of the glasses worn were too strong. Erisman found nineteen per cent. The direction of a qualified physician in these matters is absolutely necessary, and no scholar should be permitted to wear glasses for which he is not able to show a physician's order.

Should shortsighted pupils wear glasses? As long as they are able to see the blackboard or charts from the recitation seats glasses are not needed. Myopes of medium degree, however, must wear them for this purpose.

Strongly shortsighted eyes must be considered as diseased, and every such case should be examined by the school physician in order that he may give it proper attention. The physician should call the special attention of the parents to it in order that they may know the child is not capable of adopting certain vocations.

MEDICAL SUPERVISION OF THE SCHOOLS.

It has only been a few years since any one thought it necessary to call the attention of the physician to school matters. Surgeons and oculists were the first to point out that danger to many a child existed in the school room. Then learned medical societies began to concern themselves with the quesion, and some municipal authorities organized medical supervision within their districts. In some instances, quite lately, governments followed suit and appointed commissions for the purposes of investigation. France, as early as June 17, 1880, passed a law regulating the building and appointments of schools, taking into account the demands of modern hygiene. In 1881, the government named a commission, which was in part composed of physicians. The same visited certain schools and presented a report in the following year through Dr. Gariel. Almost simultaneously a commission which had been appointed by the Governor of Elsass-Lothringen, sent in a report. This commission was composed entirely of physicians. Further, a commission composed of physicians and men interested in school matters, and which had been named by the Hessian government, followed. In addition, a commission was appointed by the Wurtemberg government to which Berlin and Rembold presented a report in 1882. These reports collectively recommend the appointment of school physicians who shall regularly undertake supervision of the schools. Cohn formulated this recommendation in the most precise manner before the International Congress of Hygiene at Geneva, in 1882, and that body adopted Cohn's theses.

Though general legal ordinances respecting medical supervision of the schools is lacking at present, certain States and Departments have instituted regular medical service. Brussels was the first to do so. Medical school inspection has existed in Brussels since 1874. It includes the common schools of the city and the kindergarten. The appointed physician examines the schools three times per month, and it is his duty to note the hygienic condition, and the general health of the pupils. The eyes receive special attention principally on account of the prevailing trachoma (granulations) in Belgium. The city of Lowen followed a year later, then Antwerpen and others.

In the neighboring country of Holland, since 1865, the law gives the appointed physician the right to visit the schools, and to urge necessary changes, but is not in duty bound to do so, so that regular control does not exist.

In England, in 1872, a medical department was founded in the local Government Board, which provided for the medical supervision of the schools.

In France, the Department of the Seine first established medical service in 1879. The same is deficient in that it provides for the common schools only and not for the private schools. The school physician, who is named once in three years by the Prefecture, must visit each class twice per month. They have first to review the school locale and then examine the scholars. They must write their observations in a book which is kept in the school, and must make a short report of the same (in the form of a filled out blank) to the Mayor within twenty-four hours. Following the example of the Department of the Seine, a number of provincial cities, Havre, Bordeaux, Lille and Lyons, have also provided for sanitary service for the schools.

In Germany, Frankfurt on the Main appointed a city physician to inspect the schools, April 1, 1883. In Switzerland a provision for school inspection is under consideration at Geneva.

Thus medical supervision of schools is yet in its infancy. That already existing, is but the initiative taken by a few intelligent municipal governments. The strong arm of the general government, however, is needed to carry out such supervision after a common system throughout the entire country.

SCHOOL PHYSICIANS.

Regarding the inspection of a school, many points come under consideration. The general hygienic relations of the buildings, the conditions of health of pupils in general, the outbreak of contagious diseases, the carriage of the body with respect to curvatnre of the spine, and finally, the eyes of the pupils. It is not sufficient that the control be merely general in its supervision, it must be exact and sure in action. When good supervision can not be had it is better not to have any. A bad one lulls the parents into a feeling of security without furnishing any safety to the children.

In this demand for good expert control, lies the principal difficulty to be overcome in the introduction of school supervision. Such supervision demands an amount of knowledge that not every practicing physician is possessed of, because it is to a considerable extent of a special nature. Of this I will only mention the knowledge of hygiene respecting school buildings, and particularly the knowledge necessary to the examination of the eyes. Austria is the country where clinical instruction in ophthalmology has been given for the longest time, and where it has been made part of the curriculum obligatory upon the medical student. From personal experience I can affirm, however, that the practising physician is badly furnished with ophthalmological knowledge in spite of this fact.

It has only been a few years that all universities in Germany have had eye clinics. In Paris, a university eye clinic has only existed four years. In England, ophthalmology is not obligatory, and is not usually taken up by medical students. How then can we expect special knowledge of this branch from the general practising physician? How long might one have to search for a practising physician in possession of a case of trial-lenses? It can not be expected, then, that the ordinary physician should be able to determine the refraction of the pupils' eyes. Should they be forced to attempt it, the result would not be reliable. Every oculist knows that the determination of refraction is not an easy task. While, therefore, the knowledge of a practising physician may be sufficient to include the other points mentioned above, it can not be sufficient for the the examination of eyes. That the control of the schools may be carried out in a practical manner, only such physicians should be trusted as are suited to the work. Physicians established in cities will present themselves for this duty (Society, District physicians, etc.). In some countries they are required to present a certificate of qualification in the special branch to which the office they seek appertains, for example, hygiene. That the hygiene of the eyes may be taken into account, still more must be required in the future. Only those accomplished in this department should be trusted. The city physicians, or health officers, are not numerous enough to attend to the duties of school work continuously. I believe that the work of supervision might be graded with reference to the character of the school. In the primaries, especially of the villages, the time of instruction is so short that the special dangers threatening the pupils, curvature of the spine and shortsightedness, exist in such small proportion that they are not to be feared. In reference to the latter I call to mind that Cohn found only one and a half per cent. shortsightedness among the village school children. The supervision of these schools, therefore, might be entrusted to a practising physician, for the determination of the refraction need not be included in his duties. The preparatory schools, on the contrary, should be under the control of a specially appointed district physician. In every city where an oculist is established, that position should be given him on account of the necessity of eye examinations.

Of the many points belonging to the supervision of schools I shall only mention those which especially refer to refraction, omitting the others.

First. On the recommendation of expert commissions the government should fix rules relative to the construction of school buildings, their location, the material for study, the methods of instruction, the school books, etc. As to school locality and furniture the rules already established should be implicitly followed. The plans of a school about to be built should be laid before the proper government authorities for inspection and license. The same authorities should pass on school buildings already existing, and those found to be failing in certain fixed minimum requirements should be condemned and closed.

Second. The school physician should be appointed by the government and be remunerated according to the service rendered. Wherever a district physician is located he should be charged with the supervision of the schools. In those places where an oculist can be reached he should be intrusted with the examination of the childrens' eyes.

In the preparatory schools, grammar, commercial and trades, polytechnic schools and gymnasia, the refraction of every pupil should be ascertained and recorded at the beginning of the year. The physician should determine how the pupils should be seated with reference to peculiarities of visual power, which pupils ought to wear glasses and what glasses, also what branches, if any, should be dispensed with in the course of certain subjects, (drawing for example). When necessary he should notify parents, give them rules and suggest the precautionary measure which the eyes of their children may demand.

The school physician should file reports of his eye examinations with the proper authorities.

As already observed these are the points that relate exclusively to the prevention of myopia. The efforts of the State and of the appointed physicians would be very materially promoted if those being prepared for the office of teacher could receive instructions in hygiene. The teacher and school physician would then be able to work together to the best interests of the pupils.

NAMES OF TEACHERS EMPLOYED

MAY, 1886.

Names in Small Capitals indicate Principals of Schools and Special Teachers; in Italics, Head Assistants; and in German Text, Teachers of German.

NAME.	SCHOOL.	RESIDENCE.
Abbott, Mary A.	Headley	194 Wesson Street.
Adams, Alice M.	Webster	2252 Wabash Avenue.
ADAMS, CARRIE G.	Polk Street	408 Washington Boulev'd.
Adams, Elvira H.	Armour Street	611½ Fulton Street.
Adams, Gertrude J.	Webster	2252 Wabash Avenue.
Adams, Kittie E.	Cooper	476 Center Avenue.
Adams, Maggie C.	Longfellow	476 Center Avenue.
Adams, Mary T.	W. Thirteenth Street	476 Center Avenue.
Adams, Sophia B.	King	422 S. Oakley Avenue.
Adler, Hannah	Raymond and Brenan	41 E. Thirteenth Street.
Ahern, Ellen	Langland	552 W. North Avenue.
Ahern, Mary	Von Humboldt	552 W. North Avenue.
Ahern, Mary	Langland	2953 Butler Street.
Aiken, Lois M.	Thomas Hoyne	73 North State Street.
Alexander, Letitia M.	Calumet Avenue	Englewood, Ill.
Alger, Julia C.	Wells	248 Ohio Street.
Allen, Jennie	Arnold	341 Center Street.
ALLING, JAMES CAREY	Central Park	1473 Washington Boul'd.
Alpiner, Flora E.	Andersen	418 W. Indiana Street.
Alstrup, Charlotte	Burr	81 W. Ohio Street.
Anderson, Annie J.	Motley	422 W. Ohio Street.
Anderson, Mary V.	Kosciusko	345 W. Indiana Street.
Anderson, Nellie W.	Haven	2910 Indiana Avenue.
Andrews, May	Montefiore	251 Winchester Avenue.
Armstrong, Edith	Wentworth Avenue	"The Walton," N. Clark St.
Armstrong, Lizzie H.	Calumet Avenue	3811 Indiana Avenue.
Atkinson, Emma	Jefferson	581 W. Harrison Street.
Austin, Georgiana M.	La Salle	328 Hudson Avenue.
Averill, Carrie L.	Irving	420 Warren Avenue.
Ayers, Grace B.	Washington	420 Warren Avenue.
Ayers, Lillie G.	Central Park	420 Warren Avenue.
AYRES, LAURA D.	Armour Street	537 W. Jackson Street.

NAME.	SCHOOL.	RESIDENCE.
BABCOCK, CHARLES F.	Holden	2701 Michigan Av. Boul'd.
Backus, Olive	Wells	658 Fulton Street.
Bacon, Annie Laurie	Sheldon	359 Wells Street.
Bacon, Hattie B.	Newberry	359 Wells Street.
Baertſchy, Elizabeth	Throop & Longfellow	77 Langdon Street.
Bailey, Charlotte O.	South Division High	2971 Michigan Avenue.
Bailey, Cicelia H.	Thomas Hoyne	96 Dearborn Avenue.
Baird, Lily M.	Langland	Humboldt Park.
Bairnson, Mary J. R.	Lincoln Street	673 W. Superior Street.
Baker, Julia A.	Walsh	2888 Archer Avenue.
Baker, Marie L.	Lincoln	1839 Frederick Street.
Baker, Mary E.	Sheridan	161 S. Green Street.
Ball, Agnes E.	Washington	10 S. Ada Street.
Banks, Grace M.	Walsh	414 W. Monroe Street.
BANNAN, GEORGE C.	Haven	3149 Prairie Avenue.
Barber, Fanny A.	Lincoln	1854 Wellington St., L. V.
Barber, Matey C. A.	Armour Street	537 W. Jackson Street.
Barclay, Elvira D.	Newberry	444 Garfield Avenue.
Barclay, Elvira M.	Arnold	444 Garfield Avenue.
Barker, Esther J. W.	Headley	236 Bissell Street.
BARNARD, ALICE L.	Jones	Washington Heights.
Barnard, Alice S.	Webster	Washington Heights.
BARNES, ERASTUS A.	Keith	3445 Indiana Avenue.
Barnes, Myra L.	Keith	3445 Indiana Avenue.
Barrett, Lou P.	Raymond	3826 La Salle Street.
Bartelme, Adelina T.	N. & W. Div. High	355 Ogden Avenue.
Bartelme, Mary M.	Armour Street	355 Ogden Avenue.
Bartels, Emma H.	Franklin	1727 Frederick St., L. V.
BARTHOLF, CHARLES S.	Emerson	1434 Wabash Avenue.
Bastin, Ellen B.	South Division High	S. Park Ave. near 33d St.
Bates, Nellie F.	Douglas	3620 Vernon Avenue.
Bauer, Ida.	Calumet Avenue	108 Twenty-fourth Street.
Bauld, Maggie H.	Kosciusko	1276 W. Van Buren St.
Baumann, Nelly M.	Ogden	1844 Wellington Av., L. V.
Bean, Lizzie	Montefiore	427 W. Monroe Street.
Beaubien, Nellie B.	Wells	34 N. Irving Place.
Beck, Leonora E.	Scammon	17 Loomis Street.
Beck, Lizzie F.	Headley	593 N. Clark Street,
Becker, Marie A.	Headley	359 Lincoln Avenue.
Beckley, Emma	Oakley	105 N. Center Avenue.
Beckley, Theresa E.	Oakley	105 N. Center Avenue.
Beckmann, Anna	Central Park	718 N. Wood Street.
Bectin, Annie	Huron Street	36 Whiting Street.
Beebe, Elizabeth B.	Kosciusko	1169 Milwaukee Avenue.
Bell, Charlotte	Headley	600 Lincoln Avenue.
Bellwood, Lottie L.	Central Park	Central Park, Cicero.

NAME.	SCHOOL.	RESIDENCE.
Bennett, Clara C.	Oakley	87 E. Washington Street.
Benson, Bertha	Skinner	208 S. Paulina Street.
Benson, Fannie E.	Thomas Hoyne	244 Erie Street.
Benzing, Lydia.	Dore	47 Willow Street.
Bergen, Elizabeth L.	Marquette	385 Oak Street.
Bergh, Rosalie F.	Arnold	354 Mohawk Street.
Bertrand, Anna C.	Garfield	264 Maxwell Street.
Beryson, Grace	Vedder Street	189 Wesson Street.
Bevans, Alice C.	Ogden	24 Wisconsin Street.
Bevans, Homer	La Salle	Englewood, Ill.
Bigelow, Alice A.	Douglas	3020 Indiana Avenue.
Bigelow, Lucretia J.	Scammon	178 S. Morgan Street.
Birge, Mary L	Sheridan	3150 Forest Avenue.
BLACKMAN, ORLANDO	Sp. T. Vocal Music	520 Fulton Street.
Blanchard, Helen N.	Washington	616 Fulton Street.
Blanks, Emma K.	Holden	1466 Michigan Av. Boul'd.
Blanks, Mary C.	Healy and Holden	1466 Michigan Av. Boul'd.
Blanks, Louise C.	Cottage Grove	1466 Michigan Av. Boul'd.
BLOCK, LEWIS J.	Sheridan	2232 Wabash Avenue.
Blodgett, Florence N.	Clarke	404 S. Oakley Avenue.
Blodgett, Jessie E.	Dore	1075 W. Jackson Street.
Bockius, Annie D. M.	La Salle	1218 Wrightwood Av., L.V.
Bode, Henrietta.	Brainard	1010 N. Halsted Street.
Bode, Johanna.	Skinner	1010 N. Halsted Street.
Boland, Mary E.	La Salle	138 Eugenie Street.
Bolton, Clara D.	King	1002 W. Monroe Street.
Bonfield, Mary	Ward	3025 Wabash Avenue.
Bonne, Johanna M.	Brighton	2406 Wabash Avenue.
Boughan, Agnes	Carpenter	286 Warren Avenue.
Boughan, Mary J. W.	Brown	286 Warren Avenue.
Bowen, Kittie M. J.	Franklin	25 Town Street.
Boyce, Mary M.	La Salle	480 Webster Avenue.
Boyden, Helen W.	Lincoln	864 N. Halsted Street.
Braaſch, Hedwig F.	Andersen	254 La Salle Avenue.
Bracken, Ella	Skinner	269 Illinois Street.
Bracken, Emma A.	Ogden	269 Illinois Street.
BRADFORD, BRADDIE B.	Arnold	339 Dayton Street.
Bradish, Annie	Kosciusko	7 Austin Avenue.
Bradley, Susie N.	Jones	2964 So. Park Avenue.
Brady, Emma A.	Arnold	604 Sedgwick Street.
Brady, M. Arabella	Marquette	11 Aberdeen Street.
Brady, Mary C.	Webster	1091 W. Van Buren St.
BRAYTON, JAMES H.	Webster	6359 Yale Street.
Brayton, Laura T.	Skinner	638 W. Jackson Street.
Brayton, Sarah T.	Von Humboldt	778 Dana Avenue.
Brazill, Mary E.	McClellan	3038 Lowe Avenue.

NAME.	SCHOOL.	RESIDENCE.
Brechbill, Mary O.	Headley	281 Webster Avenue.
Brennan, Agnes	Keith	3158 Wabash Avenue.
Brennan, Kittie	Jones	133 E. Twenty-second St.
Bridgman, Harriet M.	Wells	782 Washington Boul'd.
Briggs, Amelia C.	Lincoln	24 Wisconsin Street.
Briggs, Ida M.	Clarke	237 Winchester Avenue.
BRIGHT, ORVILLE T.	Douglas	3544 Forest Avenue.
Britain, Adella M.	Grant	1075 W. Jackson Street.
Brodt, Maria	Grant	406 W. Harrison Street.
Brookins, Mary	Lawndale	Downer's Grove, Ill.
Brooks, Sarah A.	Haven	1832 Wabash Avenue.
Broß, Roſalie	Skinner	170 E. Indiana Street.
Broussais, Marie A.	S. & N. Div. High	211 Thirty-second Street.
Brown, Bridget M.	McClellan	3156 Ullman Street.
Brown, Emma L.	Central Park	773 Walnut Street.
Brown, Jane D.	Armour Street	1301 W. Madison Street.
Brown, Kate	Clarke	667 W. Adams Street.
Brown, Mary E.	Pickard	434 Irving Place.
Brown, Minnie A.	Brenan	3120 Butterfield Street.
Browne, Lizzie R.	Douglas	308 Thirty-first Street.
Bryant, Mary B.	Central Park	15 Francisco Street.
Buckley, Catherine L.	Franklin	638 Wells Street.
Buckley, Lizzie C.	Franklin	638 Wells Street.
Buckley, Lynora L.	La Salle	638 Wells Street.
Buechel, Caroline	Scammon	756 W. Madison Street.
Buhmann, Eliſabeth E.	Mosely	19 Mohawk Street.
Bull, Sophia	Armour Street	186 Evergreen Avenue.
Burbank, Mary F.	Irving	315 Flournoy Street.
Burcky, Louise M.	Moseley	Englewood, Ill.
Burgess, Aggie R.	Lincoln Street	718 Superior Street.
Burke, Maggie E.	Oakley	871 Fulton Street.
Burke, Mary	Pearson Street	190 Chestnut Place.
Burke, Mary L.	Armour Street	664 W. Erie Street.
Burke, Nellie M.	Motley	199 N. Paulina Street.
Burns, Annie M.	Lincoln Street	189 Park Avenue.
Burns, Helen M.	W. Thirteenth Street	329 S. Morgan Street.
BURNS, MAGGIE E.	Kinzie	25 Goethe Street.
Burns, Mary	Washington	194 N. May Street.
Burrows, Martha A.	Wells	549 W. Erie Street.
Burt, Mary E.	Jones	74 Bryant Avenue.
Burtch, Augusta J. A.	Haven	2929 Butterfield Street.
Busch, Lillie E.	Throop	37 Winthrop Place.
Buſch, Louiſe	Burr	305 Bissell Street.
Busch, Rose	Longfellow	37 Winthrop Place.
Bushnell, Anna E.	Lincoln	24 Wisconsin Street.
Butler, Emma A. W.	Keith	Normal Park, Ill.

NAME.	SCHOOL.	RESIDENCE.
BUTLER, HELEN A.	Headley	410 Dayton Street.
BUTTERFIELD, HATTIE M.	Pearson Street,	Commercial Hotel.
Butts, Augusta E	Washington	10 So. Ada Street.
Cahill, Mary	Oak Street	334 Hudson Avenue.
Cahill, Mary L.	Sheridan	62 Swift Place.
Cairns, Sara F.	Garfield	498 S. Morgan Street.
Caldwell, Laura R	W. Jackson Street	339 Warren Avenue.
Calvert, Alice E.	Webster	4225 Wolcott Avenue.
Campbell, Elizabeth D.	Lincoln Street	112 S. Lincoln Street.
Campbell, Ellen A.	Haven	1911 Wabash Avenue.
Campbell, Jennie C.	Andersen	843 N. Robey Street.
Campbell, Mary B.	Dore	297 W. Van Buren Street.
Canaday, Celia	Carpenter	644 W. Jackson Street.
Canevin, Susie O.	Huron Street	21 Starr Street.
Canney, Alice B.	Wentworth Avenue	191 Twenty-Fourth Street.
Cannon, Abbie A.	Vedder Street	32 Goethe Street.
Cannon, Mary E.	Franklin	270 N. Franklin Street.
Cannon, Theresa A.	Franklin	270 N. Franklin Street.
Carabine, Hannah R.	Holden	2728 Archer Avenue.
Carey, Susie A.	Throop	529 W. Taylor Street.
Carpenter, Ellen W.	Brown	62 Park Avenue.
Carpenter, Jennie S.	W. Thirteenth Street	232 Ewing Street.
Carroll, Lizzie V.	Cooper	349 Centre Avenue.
Carroll, Sarah A. F.	Foster	207 Henry Street.
Carson, Mary	Sheridan	Arlington Heights.
Carſtens, Antonie J.	King	150 W. Randolph Street.
Carter, Vanilla V.	Wells	696 W. Lake Street.
Cary, Anna S.	Walsh	373 W. Monroe Street.
Case, Sophie M.	Hayes	396 Warren Avenue.
Casey, Nellie E.	Foster	637 S. Ashland Avenue.
Casey, Maggie B.	W. Thirteenth Street	46 S. Peoria Street.
Cashin, Maggie A.	Pearson Street	33 Whiting Street.
Caſpary, Bella.	Irving	386 Oak Street.
Cassidy, Maggie M.	Longfellow	53 Newberry Avenue.
Cassidy, Sarah A.	Longfellow	53 Newberry Avenue.
Cavanah, Catharine B. M.	King	1177 Adams Street.
Cavanah, Lizzie A.	King	1177 Adams Street.
Cavanaugh, Julia A.	Huron Street	155 E. Indiana Street.
Chacksfield, Georgiana	Lincoln Street	7 S. Peoria Street.
Chadwick, Mary G.	Cottage Grove	3632 Stanton Avenue.
Chapin, Carrie E.	Moseley	Englewood, Ill.
Chapman, Ann E.	La Salle	661 La Salle Avenue.
Chapman, Emily A.	W. Jackson Street	1239 Wilcox Avenue.
Chart, Susie E.	Lincoln	286 Erie Street.
Chase, Alice M.	W. Jackson Street	1105 W. Jackson Street.

NAME.	SCHOOL.	RESIDENCE.
Chenoweth, Sophie	Montefiore	981 W. Monroe Street.
Chilvers, Sara	Foster	110 Miller Street.
CHRISTENSEN, EFFIE M.	Langland	173 W. Indiana Street.
Christian, Kate J.	Montefiore	152 N. Sangamon Street.
Christian, Libbie A.	Montefiore	152 N. Sangamon Street.
Christie, Emma E.	Garfield	Englewood, Ill.
Christopher, Kate M. H.	Wells	199 N. Robey Street.
Claflin, James F.	W. Division High	Lombard, Ill.
Clancey, Jennie M.	Lincoln	315 Lincoln Avenue.
Clancey, Margaret A.	Brighton	3235 Fox Street.
Clancey, Minnie N.	Ogden	37 Bethoven Place.
Clark, Annie B.	Hayes	806 Fulton Street.
Clark, Lottie C.	Foster	377 Marshfield Avenue.
Clark, Luella H.	Elizabeth Street	651½ Washington Boul'd.
Clark, Margaret F.	King	857 W. Jackson Street.
Clarke, Fannie E.	Armour Street	853 Washington Boul'd.
Clarke, Hattie	Hayes	602 Fulton Street.
Clarke, Jennie	Dore	166 Aberdeen Street.
Clay, Maria P.	Calumet Avenue	2937 Vernon Avenue.
Clayberg, George M.	W. Division High	204 Dearborn Avenue.
Clock Diana H.	Montefiore	564 W. Erie Street.
Cobb, Lizzie M.	Franklin	372 Oak Street.
Cochran, Helen V.	Burr	Evanston, Ill.
Cochrane, Martha	Longfellow	86 Centre Avenue.
Coe, Esther L.	Calumet Avenue	124 Twenty-Fourth Street.
Coffee, Lizzie M.	Vedder Street	320 Mohawk Street.
Cohn, Annie G. E.	Brenan	2488 Archer Avenue.
Colby, Francelia	Cottage Grove	3639 Grand Boulevard.
Colby, Laura G.	Haven	3639 Grand Boulevard.
Colby, Sarah	King	862 W. Adams Street.
Cole, Festus C.	W. Division High	2227 Wabash Avenue.
Cole, Gertrude O.	Calumet Avenue	3139 Forest Avenue.
Coleman, Mary T.	Kinzie	242 Superior Street.
Coles, Ella R.	Throop	Crawford, Ill.
Colver, Susie E.	McClellan	100 Douglas Avenue.
Comerford, Lizzie A.	Brenan	439 Twenty-Sixth Street.
Compton, Helen D.	S. Division High	Woodruff House.
CONANT, ROBERT W.	Brainard	93 Laflin Street.
Conde, Pauline	Throop	281 W. Monroe Street.
Conley, Rosanna	Oak Street	219 Townsend Street.
Conley, Sarah E.	Haven	1537 Wabash Avenue.
Connelly, Sarah C.	Franklin	52 E. Huron Street.
Conner, Bessie M.	Walsh	119 Sebor Street.
Conſoer, Emilie N.	Wells	596 N. Robey Street.
Cook, Emilie H.	S. Division	2511 Michigan Av.
COOK, IDA M.	Brighton	Cor. Fuller St. & Ashland [Av.

NAME.	SCHOOL.	RESIDENCE.
Cook, Julia M.	Irving	1152 Fillmore Street.
Cook, Maggie	Arnold	136 Seminary Avenue.
Cooke, Anna L.	Keith	3531 Dearborn Street.
Cooley, Lottie I.	Wells	685 W. Superior Street.
Cooper, Ella J.	Headley	256 Tremont Street.
Cooper, May H.	Throop	38 Winthrop Place.
Corbin, Ellen M.	Jones	124 Twenty-Fourth Street.
Corigan, Lizzie A.	Calumet Avenue	3229 Indiana Avenue.
Cosgrove, Mary C.	Garfield	826 W. Taylor Street.
Cossar, Clara E. L.	Emerson	334 Warren Avenue.
Cougle, Susan E.	Wentworth Avenue	1337 Michigan Avenue.
Cowan, Kate	Emerson	239 S. Robey Street.
Cowan, Minnie R.	McClellan	3519 Stanton Avenue.
Cox, Agnes	Asst. S. T. Vocal Music	591 W. Van Buren Street.
Cox, HENRY C.	Pickard	426 Irving Avenue.
Crain, Mary E.	Moseley	2511 Michigan Avenue.
Crane, Olivia A.	Elizabeth Street	16 Hamilton Avenue.
Cravens, Helen A.	Brown	101 Warren Avenue.
Crawford, Emma A. E.	Douglas	3544 Forest Avenue.
Crisen, Antonia A.	Garfield	134 W. Taylor Street.
Crisler, A. Gertrude	Headley	1009 N. Clark Street.
Cross, Mary H.	Armour Street	Austin, Ill.
Crowe, Julia A.	Wentworth Avenue	3138 Wabash Avenue.
Crowe, Mary A.	Webster	3138 Wabash Avenue.
Crowell, Fannie J.	Garfield	185 S. Sangamon Street.
Crumb, Frances L.	Irving	845 W. Adams Street.
Cull, Annie F.	Pickard	225 Sebor Street.
Cunningham, Sara L.	Oak Street	296 Dayton Street.
Cureton, Delia	Von Humboldt	846 W. Congress Street.
Cureton, Mary L.	Emerson	846 W. Congress Street.
Curle, Mary A.	Ogden	177 Oak Street.
Curran, Joanna A.	Throop	310 Loomis Street.
CURRAN, MAGGIE A.	W. Thirteenth Street	310 Loomis Street.
Currier, Emily C.	Elizabeth Street	Oak Park, Ill.
Curtis, Kate B.	Walsh	2209 Archer Avenue.
Curtis, Leonidas A.	S. Division High	Waukegan, Ill.
CURTIS, LOUISE S.	Cottage Grove	3418 Rhodes Avenue.
Cusack, Marcella	Hayes	706 W. Monroe Street.
Cusack, Nell	Brown	706 W. Monroe Street.
Cusack, Virginia	Irving	706 W. Monroe Street.
Cutler, Julia K.	Irving	420 S. Leavitt Street.
Cutter, Lizzie N.	La Salle	25 Wisconsin Street.
Dabbs, Sarah A.	Moseley	94 Twenty-fifth Street.
Dalton, Kate	Newberry	1209 Seminary Place.
Daley, Mary E.	Cooper	353 S. May Street.

NAME.	SCHOOL.	RESIDENCE.
Daly, Ellen T.	Franklin	29 Ontario Street.
Daly, Lizzie R.	Ogden	335 Ohio Street.
Daly, Minnie E.	Jefferson	335 Ohio Street.
Daly, Sarah A.	Holden	106 Sherman Street.
Danforth, Martha J.	Brown	342 Warren Avenue.
Danforth, Mary E.	Jones	Englewood, Ill.
Dannehy, Mary M. D.	Wells	207 N. Robey Street.
Darrow, Edward E.	South Division High	2429 Prairie Avenue.
David, Justina	Franklin	211 Wells Street.
Davis, Emma F.	Marquette	901 W. Jackson Street.
Davis, Mary A.	West Jackson Street	115 Colorado Avenue.
Davis, Mary E.	Kosciusko	170 Albany Avenue.
Davy, Maggie E.	Carpenter	160 N. May Street.
Davy, Mary E.	Franklin	326 N. Franklin Street.
Davy, Nellie M.	Wells	160 N. May Street.
Dawson, Annie S.	Arnold	732 Sedgwick Street.
Dean, Mary H.	Polk Street	185 S. Morgan Street.
Dean, Sophia L.	Armour Street	16 Ogden Avenue.
Decker, Catherine A.	La Salle	180 Goethe Street.
Decker, Lettie S.	Garfield	294 Center Avenue.
Decker, Nettie G.	Arnold	1643 Belmont Av., L. V.
Deggeller, Catherine	Ogden	936 N. Halsted Street.
Degnan, Annie	Burr	194 Carroll Avenue.
De Goode, Susie E.	Brainard	469 S. Robey Street.
Delafontaine, Marc	West Division High	64 Park Avenue.
DeLano, Addie J.	Wells	248 Ohio Street.
Del Banco, Beſſie	Emerson & Elizabeth	25 Walnut Street.
DelBanco, Miriam	Emerson	25 Walnut Street.
DeLuce, Arvilla C.	West Jackson Street	193 S. California Avenue.
DeLuce, Mary A.	West Jackson Street	193 S. California Avenue.
Dew, Agnes E.	Arnold	381 Dayton Street.
DEWEY, ELECTA E.	Calumet Avenue	2921 Vernon Avenue.
Dewey, Ella A.	Skinner	364 W. Monroe Street.
Dewey, Frances E. M.	Carpenter	11 S. Ada Street.
Dewey, James R.	West Division High	27 S. Ashland Avenue.
DEWEY, MARY J.	Healy	2921 Vernon Avenue.
Dickinson, M. Adelia	Brown	98 Warren Avenue.
Dickson, Nellie L.	Scammon	La Grange, Ill.
DIMOCK, ELIZABETH F.	Sp. Teacher Drawing	422 Washington Boul'd.
Dimon, Lydia A.	North Division High	160 Dearborn Avenue.
Dixon, Clara L.	Douglas	299 Fifth Avenue.
Dixon, Kate	Huron Street	237 La Salle Avenue.
Dodd, Agnes E.	Brenan	2524 Fifty-third St., H. P.
Dodd, Margaret T.	Kinzie	Hyde Park, Ill.
DODGE, CHESTER C.	Oakley	726 Washington Boul'd.
Dodge, M. Luella	Sheldon	183 Howe Street.

NAME.	SCHOOL.	RESIDENCE.
Dodge, Maggie S.	Healy	3026 Fifth Avenue.
Dodge, Medora E.	Newberry	183 Howe Street.
DODGE, WILL C.	Wicker Park	739 N. Hoyne Avenue.
Donahue, M. Agnes	Kinzie	119 Ontario Street.
Donahue, Louise J.	Foster	382 Blue Island Avenue.
Donegon, Kate A.	Thomas Hoyne	545 La Salle Avenue.
Donoghue, Minnie E.	Sheldon	323 Chicago Avenue.
Donoghue, Theresa C.	Ogden	323 Chicago Avenue.
Dooley, Genevieve L.	Burr	565 Austin Avenue.
Doubek, Minnie	Carpenter	381 Fulton Street.
Dougall, Jean	Ogden	45 Cedar Street.
DOUGALL, MARGARET	Oak Street	45 Cedar Street.
Dougherty, Margaret F.	La Salle	265 N. Market Street.
Downer, Cora E. S.	Keith	337 S. Leavitt Street.
Downs, Augusta L.	Hayes	908 W. Monroe Street.
Downs, Clara G.	Hayes	908 W. Monroe Street.
Dresbach, Ada A.	Headley	776 Washington Boul'd.
Dresser, Laura K.	Raymond	3136 Indiana Avenue.
Dryfuss, Flora V.	Brenan	3227 Forest Avenue.
Duck, Mary F.	Foster	323 S. Paulina Street.
Duffield, Alice	Cottage Grove	3020 Groveland Avenue.
Duffin, May C.	Jones	2322 Michigan Avenue.
Duffy, Anna M.	Polk Street	422 W. Jackson Street.
Dunbar, Frances B.	Moseley	Englewood, Ill.
Dunbar, Mary E.	Von Humboldt	248 E. Ohio Street.
Dunlap, Mary	W. Thirteenth Street	640 W. Jackson Street.
Dunlap, Therese W.	Clarke	640 W. Jackson Street.
Dunn, Lizzie J.	Pearson Street	263 N. Market Street.
Dunn, Mary F.	Longfellow	298 Loomis Street.
Dunne, Amelia M.	Scammon	34½ Laflin Street.
Dunne, Kate F.	Scammon	34½ Laflin Street.
Dunton, Mary M.	Emerson	417 Warren Avenue.
Dunton, Nellie	Grant	417 Warren Avenue.
Dupuy, Henrietta	Newberry	306 Belden Avenue.
Durbin, Eva C.	South Division High	3208 Prairie Avenue.
Durham, Sophia	Moseley	2415 Michigan Avenue.
Duſchner, Lucy	Burr	310 Bissell Street.
Dwyer, Minnie J.	Garfield	40 Newberry Avenue.
Dymond, Ella J.	Polk Street	1060 Wilcox Avenue.
Dynan, Hattie	Lawndale	Crawford, Ill.
Early, Minnie M.	Throop	1021 Madison Street.
Eaton, Dora	Foster	282 S. Paulina Street.
Eaton, Sarah J.	Newberry	57 Wieland Street.
Ebel, Francisca	Wentworth Avenue	2406 Wabash Avenue.
Eckstorm, Helena I.	Arnold	901 Larrabee Street, L. V

NAME.	SCHOOL.	RESIDENCE.
Eckstorm, Sophie A.	Newberry	901 Larrabee Street, L. V.
Edington, Marietta	King	422 S. Oakley Avenue.
Eddy, Clara E.	Ward	2532 Dearborn Street.
Eiles, Katharine	Langland	163 Armitage Avenue.
Ekſtröm, Iſabel J.	Armour Street	408 W. Ohio Street.
Eliel, Mathilde	Haven	1234 Indiana Avenue.
Elliman, Kate	Andersen	701 W. Lake Street.
Elliott, Emily E.	Scammon	935 W. Harrison Street.
Elliott, Mary A.	Irving	231 S. Western Avenue.
Elting, A. Rosa	Oak Street	395 N. State Street.
Elwell, Louise C. W.	Brainard	45 Campbell Park.
Embry, Edith M.	Burr	518 Harrison Street.
Emery, Adele M.	Webster	3238 Dearborn Street.
English, Gertrude E.	Garfield	295 W. Taylor Street.
English, Jane P.	Foster	295 W. Taylor Street.
English, Mary E.	Thomas Hoyne	96 Dearborn Avenue.
Ennis, Anastasia	Kinzie	383 Division Street.
Eſchenburg, Emma	Carpenter	669 La Salle Street.
Evans, Elizabeth	Lawndale	Central Park Avenue.
Evans, Grace E.	Skinner	390 W. Adams Street.
Evans, Kate A.	Clarke	8 Eldridge Court.
Everitt, Huldah	Ogden	349 N. Clark Street.
Faber, Clementine	Jones	99 Thirty-seventh Street.
Fairman, Emily W.	Elizabeth Street	64 St. John's Place.
Farnham, Mary A.	Cottage Grove	132 Thirty-fifth Street.
Farnsworth, Cora A.	Jefferson	213 Flournoy Street.
Farrel, Fannie T.	Vedder Street	370 Sedgwick Street.
Farson, M. Elizabeth	Brown	134 Warren Avenue.
Farson, Nora M.	Clarke	134 Warren Avenue.
Farson, Rebecca M.	Haven	134 Warren Avenue.
Faucette, Ella M.	Ward	3002 Wabash Avenue.
Feinberg, Bertha	Moseley	3255 Vernon Avenue.
Feldkamp, Minnie	Skinner	303 W. Van Buren Street.
Fenimore, Emma B.	Ward	3208 Indiana Avenue.
Fenimore, Martha P.	Moseley	3208 Indiana Avenue.
Fergus, Jessie M.	Ogden	69 Pine Street.
Ferguson, Kate	Pickard	771 W. Congress Street.
Ferguson, Marion	Pickard	771 W. Congress Street.
Field, Alice E.	Garfield	336 Park Avenue.
Finkler, Lizzie G.	Franklin	32 Delaware Place.
Fiſcher, Eveline	Arnold	642 Sedgwick Street.
Fiſcher, Louiſe	McClellan	3514 Wentworth Avenue.
Fish, Carrie T. G.	Cottage Grove	3144 Indiana Avenue.
Fish, Josephine G.	W. Fourteenth Street	Blue Island.
Fisher, Lida	Motley	142 S. Ashland Avenue.

NAME.	SCHOOL.	RESIDENCE.
Fisher, Maggie A.	Oakley	167 S. Green Street.
Fisher, Minnetta	Kosciusko	188 N. Center Avenue.
Fisher, Ottilie L.	Lincoln Street	188 N. Center Avenue.
Fisk, Franklin P.	West Division High	521 W Adams Street.
Fitzgerald, Lizzie M.	Marquette	114 Winchester Avenue.
FitzGerald, Mary E.	Headley	24 Wisconsin Street.
Fitzpatrick, Mary A.	Thomas Hoyne	50 Cass Street.
Flagg, Sarah O.	Elizabeth Street	Norwood Park, Ill.
Flagler Edith B.	Marquette	1020 W. Adams Street.
Fleming, Sarah A.	Longfellow	356 W. Congress Street.
Fleming, Sarah G.	Newberry	1016 N Halsted Street.
Fletcher, Hattie E.	Keith	2232 Indiana Avenue.
FLOWERS, TAMMIE E.	W Fourteenth Street	174 S. Sangamon Street.
Foley Joanna E	Raymond	2028 Dearborn Street.
Foltz, Elizabeth A.	Moseley	2213 Michigan Avenue.
Fomhof, Katharine	West Jackson Street	1158 W Jackson Street.
Fontayne, Bertha	Raymond	3210 Forest Avenue.
Fontayne, Ida	Raymond	3210 Forest Avenue.
Forbes, Edith W.	Healy	Englewood, Ill.
Forbes, Mary E.	Healy	6252 School St., Englew'd.
FORD, CHARLES H.	West Jackson Street	1326 W Adams Street.
Ford, Kate E.	Motley	176 N. Des Plaines Street.
Foreman, Blanche	Wentworth Avenue	3132 Vernon Avenue
Forster Auguste J.	Andersen	727 N. Hoyne Avenue.
Forſter, Malwine	Wells	727 N. Hoyne Avenue.
Fortune, Maggie F.	Ward	2915 Shields Avenue.
Foss, Lizzie M.	von Humboldt	269 Bissell Street.
Fox, Alice E.	Lincoln	293 Orchard Street.
Frazier, Lizzie T H.	McClellan	3120 Parnell Avenue.
Freeman, Grace L.	Elizabeth Street	47 S. Sangamon Street.
Freiberger, Sarah L.	Webster	3026 Indiana Avenue.
Freiberger, Linnie	Haven	2916 Calumet Avenue.
French, Charles W.	West Division High	647 Washington Boul'd.
FRENCH, EMILY L.	Ward	64 Twenty-third Street.
Freund, Belle M.	Polk Street	489 S. Jefferson Street.
Freund, Alice A.	Langland	869 N Leavitt Street.
Friedel, Agnes M. K.	King	121 S. Sangamon Street.
Friend, Mary	King	630 W Monroe Street.
Frisbie, Emilie	Walsh	539 Leavitt Street.
Frisbie, Helen M.	Pickard	539 Leavitt Street.
Frommann, Emma M. A.	La Salle	49 Sidney Ct. n. Diversey Av.
Frommann, Ida	Scammon	49 Sidney Ct. n. Diversey Av.
Fuchs, Elſa.	Throop	195 La Salle Avenue.
Fullagar, Lillian	Garfield	7 S. Peoria Street.
Fuller, Ida R.	Oak Street	225 Oak Street.
Furey, Mary	Marquette	278 Campbell Avenue.

NAME.	SCHOOL.	RESIDENCE.
Furney, Hattie S.	Cottage Grove	179 Thirty-seventh Street.
Furthmann, Sarah J. F.	Lincoln	575 Orchard St., L. V.
Galbraith, Annie	Oak Street	215 Townsend Street.
Garcia, M. Louise C.	Newberry	210 Centre Street.
Garrison, Avi E.	Keith	3218 State Street.
Gates, Amanda P.	Dore	Washington Heights, Ill.
Gavin, Cecilia M.	Andersen	65 Walnut Street.
Gavin, Kate L.	Andersen	65 Walnut Street.
Gee, Etta Q.	Franklin	222 Chestnut Place.
Geib, Pauline	Newberry	99 Orchard Street.
Gemmell, Lizzie B.	Marquette	540 W. Jackson Street.
Gemmell, Maggie	Irving	540 W. Jackson Street.
Geselbracht, Emma	Kinzie	176 La Salle Avenue.
Gibbons, Anna M.	Healy	3036 Dashiel Street.
Gibbons, Celia S.	Polk Street	135 Lytle Street.
Gibbons, Lizzie A.	Armour Street	304 Austin Avenue.
Gibbons, Mary Althea	La Salle	1760 Frederick St., L. V.
Gibbons, Mary Angela	Armour Street	304 Austin Avenue.
Gibbs, Sarah M.	King	1099 W. Jackson Street.
Gilbert, Mary E.	Brighton	246 E. Twenty-eighth St.
Gilbert, Susan	Cooper	743 W. Congress Street.
Gill, Maggie S.	Franklin	297 Chicago Avenue.
GILLESPIE, JENNIE E.	Foster	235 Ewing Street.
Gillett, Anna E.	Moseley	Kenosha, Wis.
Gillis, Jessie L. W.	Ogden	91st St., So. Chicago, Ill.
Gilmore, Celia M.	Jefferson	468 Marshfield Avenue.
Gilmore, Emma C.	Clarke	468 Marshfield Avenue.
Gils, Minnie W.	Oakley	295 Fulton Street.
Gimbel, Amanda	West Division High	2839 Indiana Avenue.
Glanz, Lillian	vonHumboldt	36 Bryson Street.
Glenn, Annie J.	Wentworth Avenue	3837 Wentworth Avenue.
Goggin, Annie C.	Franklin	123 Erie Street.
Goggin, Catharine	Jones	282 Idaho Street.
Goggin, Lizzie M.	Franklin	599 Clybourn Avenue.
Goode, Angie E.	Headley	327 Racine Avenue.
Goodman, Ella	Cottage Grove	145 Twenty-first Street.
Goodnow, Carrie L.	Skinner	187 S. Oakley Avenue.
Goodnow, Nellie C.	Marquette	187 S. Oakley Avenue.
Goodsmith, Millie A.	Ogden	318 State Street.
Goold, Eveline	Marquette	1013 W. Monroe Street.
Goold, Isabel F.	Brown	1013 W. Monroe Street.
Gormley, Mary E.	Washington	347 W. Indiana Street.
Gorringe, Elizabeth M.	Newberry	711 Larrabee Street.
Goſau, Emma A.	South Division High	2359 S. Park Avenue.
GOULD, ELSIE, H.	Vedder Street	435 La Salle Avenue.

NAME.	SCHOOL.	RESIDENCE.
Gowdy, Luna E.	Cottage Grove	3410 Rhodes Avenue.
Grace, Susan J.	West Division High	220 Marshfield Avenue.
Graham, Kittie E.	Headley	38 Bryant Avenue.
Graham, Mattie	Cooper	650 W. Twelfth Street.
Graham, Miriam L.	Clarke	650 W. Twelfth Street.
Grant, Annie S.	Keith	Woodruff Hotel.
Grant, Sarah R.	Douglas	2941 Indiana Avenue.
Green, Nellie	Dore	83 N. Curtis Street.
Greene, Lillian E.	Wells	466 W. Randolph Street.
Greene, Mary	W. Thirteenth Street	336 W. Polk Street.
GREENLEAF, EMMA M. C.	Wentworth Avenue	6557 Wentworth Avenue.
Greenleaf, Mary L.	Jones	Oak Park, Ill.
Greifenhagen, Tilly	Cooper	173 Blue Island Avenue.
Griffin, Fanny A.	Hayes	256 S. Ashland Avenue.
Griffin, Mary E.	Scammon	162 S. Desplaines Street.
Gubbins, Margaret M.	Headley	767 Racine Av., Lake V.
Gunderson, Julia	Kosciusko	393 W. Erie Street.
Guth, Eugenie F.	Garfield	402 W. Congress Street.
Haas, Emma O.	Throop	15 Blue Island Avenue.
HAASE, RALPH J.	Burr	210 Waubansia Avenue.
Haberland, Ida M.	Andersen	533 N. Ashland Avenue.
Hack, Patty A.	Newberry	201 Lincoln Avenue.
Haeger, Frieda	Emerson	365 W. Taylor Street.
Haines, Bessie	Marquette	288 S. Ashland Avenue.
Haire, Mary B.	Ogden	52 Lincoln Avenue.
Halket, Belle M.	Carpenter	281 Park Avenue.
Halket, Margaret	Montefiore	281 Park Avenue.
Hall, Alfarata R.	Marquette	224 S. Paulina Street.
Hall, Annie R.	McClellan	3016 Vernon Avenue.
Hall, Emogene E. B.	Skinner	93 Laflin Street.
Hamm, Lizzie T. C.	Walsh	536 W. Jackson Street.
Handt, Magdalene	Longfellow & Holden	183 W. Randolph Street.
Hanna, Roberta W.	Elizabeth Street	227 S. Lincoln Street.
Hannan, Annie G.	Throop	264 Henry Street.
Hannan, Kate	Hayes	1026 W. Monroe Street.
Hannan, Mary	King	1026 W. Monroe Street.
Hannan, Mary F.	Throop	264 Henry Street.
Hannahs, Etta	Webster	3158 Wabash Avenue.
Hanning, Mary C. F.	Thos. Hoyne	211 La Salle Avenue.
Hansen, Dagmar	McClellan	59 University Place.
Hanson, Annie I.	Burr	230 N. May Street.
HANSTEIN, HERMANN	Sp. Teacher Drawing	361 Mohawk Street.
Hanton, Katie A.	Headley	83 Racine Avenue.
Harber, Anna	Marquette	534 Wells Street.
HARDICK, NELLIE	King	145 S. Western Avenue.

NAME.	SCHOOL.	RESIDENCE.
Hardinge, Agnes M.	La Salle	720 Wells Street.
Hargrove, Rachel	Pickard	227 Moore Street.
Harkin, Mary A.	Armour Street	658 W. Ohio Street.
Harkins, William	North Division High	147 Throop Street.
Harkness, Jennie W.	Skinner	708 W. Adams Street.
Hartmann, Hattie C.	Thos. Hoyne	350 State Street.
Harnett, Nellie E.	Ward	12 Ray Avenue.
Hartigan, Mary S. L.	Washington	456 W. Ohio Street.
Hartney, Lizzie L.	Franklin	459 North Avenue.
Harvey, Letitia M.	Brown	50 S. Sheldon Street.
Hatch, Celia P.	Ward	3013 Indiana Avenue.
HAVENHILL, VICTORINE M.	Raymond	3743 Forest Avenue.
Hawerkamp, Antonia	Franklin	139 Oak Street.
Hawerkamp, Mary	Jones	139 Oak Street.
HAWLEY, LILLY S.	Throop	408 W. Congress Street.
Hawthorne, Ella J.	Wentworth Avenue	122 Twentieth Street.
Hayes, Marie A.	Walsh	780 Throop Street.
Hayes, Mary E.	Wells	434 W. Ohio Street.
Hayes, Sarah	Brainard	686 W. Sixteenth Street.
Hayward, Harriet F.	Clarke	129 S. Peoria Street.
Hayward, Laura	Garfield	129 S. Peoria Street.
Hayward, Susan M.	Clarke	129 S. Peoria Street.
Hazard, Florence P.	Raymond	2925 Wabash Avenue.
Heath, Emma J.	Burr	Winnetka, Ill.
HEATH, GEORGE W.	Ogden	Winnetka, Ill.
Hefter, Celia	Haven	1415 Michigan Avenue.
Hegan, Eugenia	Wentworth Avenue	218 Twenty-ninth Street.
Hegan, Mary	Healy	218 Twenty-ninth Street.
Hegan, Theo. L.	Cottage Grove	218 Twenty-ninth Street.
Heidenheimer, Clara	La Salle	695 N. Park Avenue.
Heinroth, Luella	Calumet Avenue	216 Twenty-ninth Street.
Heller, Othelia T.	Cooper	628 Blue Island Avenue.
Henderson, Nellie F.	Newberry	663 Sedgwick Street.
Hennigan, Mary A.	Franklin	27 E. Erie Street.
Henning, Mary D.	W. Fourteenth Street	138 Barber Street.
Henrickson, Carrie J.	Kosciusko	423 W. Indiana Street.
Heuermann, Dora	Throop	120½ Clybourn Avenue.
Heuermann, Emma J. A.	Newberry	120½ Clybourn Avenue.
Heuermann, Minna	Headley	120½ Clybourn Avenue.
HEYWOOD, FRANK S.	Lincoln	708 Fullerton Avenue.
Hibbard, Mary B.	Vedder Street	245 La Salle Avenue.
Hicks, David F.	West Division High	1034 W. Monroe Street.
Hickey, Maggie M.	Brighton	3089 Lyman Street.
Hiestand, Addie E.	Jefferson	749 W. Harrison Street.
Hiestand, Emily L.	Clarke	749 W. Harrison Street.
Higbee, Mary E.	Kinzie	301 Illinois Street.

NAME.	SCHOOL.	RESIDENCE.
Higby, Clara E.	West Division High	273 W. Van Buren Street.
Higgins, Jennie	Wells	349 Paulina Street.
Higgins, Katie	Webster	2923 Broad Street.
Hildreth, Della L.	Andersen	907 W. Harrison Street.
Hilliard, Fred A.	Wells	518 W. Harrison Street.
Hinchman, Clara M.	Jefferson	149 S. Morgan Street.
Hinchman, Hattie L.	Cooper	149 S. Morgan Street.
Hink, Minna	Raymond	593 N. Clark Street.
Hirſchfeld, Amalia	Oakley	17 Grant Street.
Hise, Sue C.	Raymond	3222 Indiana Avenue.
Hoffman, Helen B.	Cottage Grove	3817 Johnson Place.
Hogan, Alice A.	Throop	21 Winthrop Place.
Hogan, Joanna E.	Sheldon	73 Hill Street.
Holden, Kate L.	Brown	174 Warren Avenue.
Holligan, Mary E.	W. Fourteenth Street	206 Maxwell Street.
Holmes, Anna M.	Andersen	691 Seymour Street.
Holmes, Dena L.	La Salle	62 Wisconsin Street.
Holmes, Mary L.	Elizabeth Street	925 W. Harrison Street.
Homan, Carrie	Marquette	29 Aldine Square.
Hooke, Emma	Newberry	305 Webster Avenue.
Hooley, Mary J.	Foster	492 S. Union Street.
Hopf, Emily	Wells	7 Samuel Street.
Hopkins, Josephine L.	Moseley	2813 Calumet Avenue.
Horan, Nellie T.	Webster	3220 Dearborn Street.
Horlock, S. Annie	Sheridan	2528 Calumet Avenue.
Hornby, J. Anna G.	Scammon	18 N. Throop Street.
Howe, Julia C.	Emerson	119 N. Ashland Avenue.
Howe, Lydia	Scammon	215 S. Peoria Street.
Hoyer, Thekla	Irving	15 S. Sheldon Street.
Hubbel, Anna L.	Grant	1055 Wilcox Avenue.
Hudson, Isabelle E.	Central Park	873 Park Avenue.
Hughes, Frances M.	Armour Street	354 W. Huron Street.
Huguenin, Edith	West Division High	531 La Salle Avenue.
Huguenin, Virginia	Franklin	531 La Salle Avenue.
Hull, Laura E.	King	451 S. Leavitt Street.
Hull, Lizzie	La Salle	Lake View, Ill.
Hundt, Anna E.	Thomas Hoyne	184 La Salle Avenue.
Hunt, Ellen A.	Newberry	24 Wisconsin Street.
Hurd, Frances C.	Jefferson	925 W. Harrison Street.
Hurley, Mary L.	La Salle	345 N. Franklin Street.
Hyland, Mary	Kosciusko	280 W. Ohio Street.
Ingalls, Lillian	Armour Street	558 Austin Avenue.
Ingersoll, Maud E.	Keith	3158 Forest Avenue.
Ingram, Helen C.	Jefferson	1072 Wilcox Avenue.
Isham, Fannie M.	Elizabeth Street	218 Warren Avenue.

NAME.	SCHOOL.	RESIDENCE.
Jacobs, G. Ovedia	Motley	170 N. Morgan Street.
Jairen, Mary E.	Polk Street	353 N. Market Street.
James, Margarette G	Moseley	311 Thirtieth Street.
Jameson, Alice W	W. Fourteenth Street	859 W. Adams Street.
Jampolis, Amelia	Vedder Street	392 Larrabee Street.
Jeneson, Frances S	Brown	Maywood, Ill.
Jeneson, Minnie E	Wells	Maywood, Ill.
Jennings, Agatha A	Walsh	145 Aberdeen Street.
Jennings, Belle T	Irving	1012 W. Monroe Street.
Jennings, M. Imogene	Longfellow	145 Aberdeen Street.
Jephson, Mary F	Healy	2531 Wentworth Avenue.
Jenson, Mina D	Newberry	158 Howe Street.
Johnson, Anna	Webster	3922 Indiana Avenue.
Johnson, Calla S	King	1091 W. Jackson Street.
Johnson, Cecilia	Sheridan	3922 Indiana Avenue.
Johnson, Eleanor B	Douglas	3473 Cornell Av., H. P.
Johnson, Eliza A	West Jackson Street	267 Campbell Avenue.
Johnson, Hattie A	Carpenter	297 Hermitage Avenue.
Johnson, Lena F	Cottage Grove	3727 Langley Avenue.
Johnson, Lorena M	Ogden	426 Oak Street.
Johnson, Sarah B	Pearson Street	361 Dayton Street.
Johnston, Harriet P	Cottage Grove	1205 E. Forty-third Street.
JOHNSTON, LUCIA	Jefferson	181 Park Avenue.
Johnston, Mary F	Holden	Dexter Av. nr. Ashland Av.
Jones, Claude M	Skinner	254 W. Congress Street.
Jones, Mary E	West Division High	261 Warren Avenue.
Jones, Mary J	Skinner	254 W. Congress Street.
Jones, Winifred E	Dore	254 W. Congress Street.
Josephi, Katie	Ward	139 Twenty-sixth Street.
Joy, Isabel T	Franklin	228 Sedgwick Street.
Joy, Nellie	Franklin	228 Sedgwick Street.
Joyce, Emily L	Foster	120 Henry Street.
Joyce, Libbie	Lincoln	412 Center Street.
Justi, Lizzie	Burr	196 N. Center Avenue.
Kaiſer, Lydia	Motley and Carpenter	1735 Diversey Street.
Kalisky, Lena	West Jackson Street	462 W. Randolph Street.
Kambli, Minna	Franklin	63 Goethe Street.
Kane, Loretta	Langland	984 N. Leavitt Street.
Kane, Maggie A	Brighton	1528 Douglas Avenue.
Kavanagh, Mary T	Wentworth Avenue	240 Sherman Street.
Kearns, Alice E	Walsh	116 W. Jackson Street.
Kearsley, Sarah J. B	Brenan	2834 Main Street.
Kelley, Lizzie A	Brenan	2724 Hickory Street.
Kellogg, H. Amelia	Douglas	37 Oak Avenue.
Kellogg, Minnie P. F	Wentworth Avenue	3144 Indiana Avenue.

NAME.	SCHOOL.	RESIDENCE.
Kelly, Mary E.	Holden	2957 Deering Street.
Kelly, Theresa	Polk Street	219 Laflin Street.
Kelter, Ella M.	Montefiore	1407 Fillmore Street.
Kelwig, Anna C.	Franklin	76 Sedgwick Street.
Kennedy, Lizzie M.	Skinner	697 Washington Boul'd.
Kenny, Annie D.	Franklin	298 E. Superior Street.
Kent, Mary E.	Ward	191 Twenty-fourth Place.
Kerrigan, Annie J.	Holden	Cor. Gage and 36th Street.
Kessell, Mary E.	W. Fourteenth Street	259 W. Fourteenth Street.
Kevan, Carrie C.	Wells	492 W. Superior Street.
Kewley, Ida M. G.	Douglas	3111 Wabash Avenue.
Kilie, Annie	Polk Street	69 Ewing Street.
Kilie, Ellen	Garfield	69 Ewing Street.
Kilroy, Cecilia E.	Sheldon	121 Ontario Street.
Kimball, Ida A.	Holden	3025 Cottage Grove Av.
King, Annie E.	Brighton	3232 Paulina Street.
King, Fanny J.	Hayes	277 Park Avenue.
King, Isabella	Moseley	2827 Wabash Avenue.
Kingsley, Mary A.	Brown	Park Ridge, Ills.
Kinsella, Sallie E.	Headley	339 E. Indiana Street.
KIRK, ALFRED	Moseley	2312 Wabash Avenue.
Kirk, Lizzie	Moseley	2312 Wabash Avenue.
Kirkeby, Dora H.	Washington	100 Park Street.
Kirkley, Sarah A.	Montefiore	6 Union Park Place.
Kirſchner, Carrie K.	Washington & Lincoln St.	777 N. Wood Street.
Kissell, Mary L.	Moseley	2413 Prairie Avenue.
Klare, Amalia	Douglas	70 N. Clark Street.
Klein, Sena	Polk Street	509 W. Congress Street.
Kleinpell, Lina	Hayes	325 Lincoln Avenue.
Kniepcke, Emma	Webster	187 Twenty-second Street.
Knight, Julia A.	Walsh	373 W. Monroe Street.
Knudson, Ida L.	Burr	6 W. Ohio Street.
Knudson, Jennie C.	Langland	6 W. Ohio Street.
Koehle, Mary T.	Arnold	395 Dayton Street.
Koerper, Margaret A.	Lincoln	1329 Lill Av., Lake View.
Kolb, Elizabeth	Ward	69 Hill Street.
Kollmorgen, Louiſe F.	Garfield	3224 Graves Place.
Kraft, Fannie E. P.	Sheridan	Jefferson, Ill.
Kreamer, Minerva H.	Thos. Hoyne	92 N. Wells Street.
Krieger, Eliſe	Pickard	47 Moore Street.
Krigger, Lillie F.	Motley	883 Fulton Street.
Krißler, Agnes	Moseley	2925½ Groveland Avenue.
Kroeber, Louisa	Headley	47 S. Franklin Street.
Kyle, M. Eugenia	Armour Street	409 W. Indiana Street.
Laing, Hattie E.	Marquette	610 W. Van Buren Street.

NAME.	SCHOOL.	RESIDENCE.
Laing, Lucy	Jefferson	610 W. Van Buren Street.
Lafay, Antonia	Thos. Hoyne & Ogden	393 Wells Street.
LaLande, Mary	Foster	209 Maxwell Street.
Lamb, Charlotte	La Salle	508 Wells Street.
Lamb, Grace A.	Thos. Hoyne	334 Warren Avenue.
Lamb, Ida Lizzie	Headley	236 Bissell Street.
La Monte, Margaret R.	Calumet Avenue	3138 S. Park Avenue.
Lane, Abbie E.	Douglas	3550 Forest Avenue.
Lang, Annie Annette	Arnold	299 E. Chicago Avenue.
Lang, Clara A. L.	Vedder Street	299 E. Chicago Avenue.
Lange, Marie C.	Hayes	158 Park Avenue.
Lantry, Emma L.	Kosciusko	714 Wells Street.
Larimore, James W.	North Division High	454 La Salle Avenue.
Latimer, Julia S.	South Division High	2448 Prairie Avenue.
Law, Mary J.	Douglas	944 E. Thirty-ninth Street.
Leadwith, Ellen	Jones	1824 State Street.
Leary, Susan D.	Webster	3136 Emerald Avenue.
Ledden, Annie Evelyn	Cooper	323 Loomis Street.
Ledden, Helen C.	Jefferson	323 Loomis Street.
Lee, Emily	Scammon	394 W. Jackson Street.
Le Febvre, Mary E.	Oakley	962 Warren Avenue.
Legge, Alice R.	von Humboldt	67 Fowler Street.
Leiferman, Mary P.	Oakley	1301 Michigan Avenue.
Lein, Lillie	Wells	592 W. Huron Street.
Lennon, Bridget T.	Foster	2957 Deering Street.
Lester, Helen W.	Jones	282 Idaho Street.
Lester, Julia E. P.	Cottage Grove	3143 Groveland Avenue.
Lettermann, Anna H. W.	McClellan	420 Thirty-first Street.
Letz, Emma M.	Carpenter	812 W. Jackson Street.
Lewis, Cora E.	Webster	Blue Island, Ill.
Lewis, Rose A.	Longfellow	248 W. Congress Street.
Litka, Louise C.	Huron Street	295 Fulton Street.
LITTLE, LUELLA V.	Garfield	283 W. Adams Street.
Livingston, Christine	Brown	375 Winchester Avenue.
Livingston, Mary E.	Brown	375 Winchester Avenue.
Lloyd, Emma	Montefiore	326 Fulton Street.
Lloyd, Sara M.	Brainard	529 Oakley Avenue.
Locke, Hannah B.	Skinner	451 W. Jackson Street.
Lonergan, Clara	Jefferson	250 Laflin Street.
Lonergan, Maggie T.	Cooper	250 Laflin Street.
Long, Anna E.	Marquette	84 Loomis Street.
Long, Florence	Dore	89 S. Paulina Street.
LOOMIS, JOHN H.	Wells	11 Bishop Court.
Lord, Gertrude V.	Scammon	91 Laflin Street.
Lord, Mary L.	West Division High	142 De Kalb Street.
Loudon, Martha J.	Jones	101 Thirty-seventh Street.

NAME.	SCHOOL.	RESIDENCE.
Lovejoy, Carrie Louise	Pearson Street	254 La Salle Avenue.
Lovelace, Sophronia A.	Scammon	320 Fulton Street.
Lowe, Mary	Washington	97 N. Centre Ave.
LUNDEGREEN, ELIZA	von Humboldt	916 N. California Avenue.
Lundegreen, Frances	von Humboldt	916 N. California Avenue.
LUNDH, CHARLOTTE	Montefiore	459 W. Huron Street.
Lynch, Fannie E.	Oak Street	20 Twomey Street.
Lynch, Mary E.	Wells	452 Fulton Street.
Lynde, Annie M.	Huron Street	Waukegan, Ill.
Lynn, Delia A. L.	Kinzie	133 N. Market Street.
Mac Clintock, Marion L.W.	South Division High	Blue Island Avenue.
MACDONALD, ALFONSO E.	McClellan	59 University Place.
MacDonald, Belle H.	Montefiore	739 Carroll Avenue.
MacWhorter, Jennie	Ass't Sp. Teacher Drawing	196 N. State Street.
McAllister, Abbie G.	Moseley	Englewood, Ill.
McAuley, Margaret L.	Keith	2222 Wabash Avenue.
McBeath, Isabella	Carpenter	402 Washington Boulevard.
McCabe, Nellie G.	Ward	2552 Butterfield Street.
McCabe, Rose A.	Sheridan	2552 Butterfield Street.
McCafferty, Mary L.	Garfield	377 S. Halsted Street.
McCann, Minnie	Sheldon	286 N. State Street.
McCarthy, Elizabeth	Raymond	2929 Michigan Avenue.
McCarthy, Lizzie M.	Franklin	172 Oak Street.
McCarthy, Mary	Lincoln Street	22 Rumsey Street.
McCarthy, Maggie M.	Wells	452 Fulton Street.
McCauley, Ella W.	Lincoln	84 Lincoln Avenue.
McClements, Ellen C.	Andersen	588 N. Robey Street.
McClements, Mary	Andersen	588 N. Robey Street.
McClure, Jessie B.	Elizabeth Street	259 Warren Avenue.
McCoart, Catherine A.	Sheldon	353 N. Market Street.
McCollum, Maggie B.	Longfellow	252 W. Thirteenth Street.
McConville, Annie M. B.	Raymond	3134 Butterfield Street.
McConville, M. Josephine	Ward	3134 Butterfield Street.
McConville, Rose F. C.	Raymond	3134 Butterfield Street.
McCorquodale, Anna A. M.	Scammon	30 Park Avenue.
McCuen, Anna L.	Raymond	3541 Michigan Avenue.
McDermott, Emma A. H.	Jones	1205 State Street.
McDonald, Sarah A.	Wicker Park	202 Erie Street.
McDonnell, Frances W.	Vedder Street	256 N. Franklin Street.
McDongall, Mary G.	Wells	671 Van Buren Street.
McDowell, Jennie N.	Moseley	2358 Dearborn Street.
McEachron, Julia P.	Douglas	3728 Calumet Avenue.
McElligott, Minnie E.	Holden	2822 Bonfield Street.
McElligott, Sadie L.	Brenan	2822 Bonfield Street.
McFarland, Grace E.	Cooper	294 Marshfield Avenue.

NAME.	SCHOOL.	RESIDENCE.
McFarlin, Clara H.	Sheridan	3047 Groveland Avenue
McGarty, Katie B.	Throop	85 S. Jefferson Street.
McGeary, Annie T.	Wicker Park	795 Dickson Street.
McGee, Mary F. M.	Carpenter	718 N. Shober Street.
McGetrick, Annie M. A.	Pearson Street	59 Whiting Street.
McGillen, Lizzie A.	Arnold	967 N. Halsted Street.
McGinley, A. Terese	Scammon	396 W. Jackson Street.
McGrane, Julia	Oak Street	145 E. Division Street.
McGrath, Mary T.	Keith	498 Thirty-seventh Street.
McGregor, May E.	Skinner	692 W. Monroe Street.
McGuire, Theresa L.	Kinzie	290 E. Indiana Street.
McHenry, Lula M.	Garfield	185 S. Sangamon Street.
McIntosh, Lavinia H.	Dore	113 Warren Avenue.
McIntyre, Minnie E.	Lawndale	Hinsdale, Ill.
McKain, M. Nelly	Webster	390 Thirty-fifth Street
McKAY, FRANCIS M.	Washington	134 Warren Avenue.
McKay, Jennie S.	Cooper	293 Marshfield Avenue.
McKenzie, Jennie	Garfield	235 Maxwell Street.
McKenzie, Martha A. H.	Armour Street	917 Fulton Street.
McKeon, Jennie J.	Garfield	362 W. Polk Street.
McKeon, Lizzie A.	Dore	362 W. Polk Street.
McKeon, Margaret	Pearson Street	133 Vedder Street.
McLaren, Isabel	Headley	24 Wisconsin Street.
McLaughlin, Maggie E.	Wells	144 N. Western Avenue.
McLean, Agnes	Pickard	170 S. Peoria Street.
McLean, Lizzie M.	Pickard	170 S. Peoria Street.
McMahon, Katie E.	Wicker Park	267 W. Monroe Street.
McManus, Lizzie L.	Polk Street	447 S. Halsted Street.
McMillen, Marilla A.	Raymond	3524 Vernon Avenue.
McNanley, Alice S.	W. Thirteenth Street	311 W. Thirteenth Street.
Maack, Sophie E.	Douglas	3118 Indiana Avenue.
Mackie, Belle G.	Pearson Street	720 Wells Street.
Mackway, Marian	Pearson Street	379 Center Street.
Mackey, Nellie	Walsh	291 S. Jefferson Street.
Madden, Mary E.	Grant	1057 Wilcox Avenue.
Magee, Belle I.	W. Thirteenth Street	601 W. Twelfth Street.
Magee, Marion E.	W. Thirteenth Street	601 W. Twelfth Street.
Maguire, Jennie C.	Healy	325 Garfield Boulevard.
Mahaffey, Frances M. V.	Clarke	63 W. Eleventh Street.
Mahlecke, Minnie M.	Clarke	334 North Avenue.
MAHONEY, CLARA H. P.	Longfellow	720 W. Congress Street.
Mahoney, Margaret R.	La Salle	64 Whiting Street.
Maloney, Kittie E.	Garfield	250 Forquer Street.
Maloney, Nellie	Emerson	145 N. Ashland Avenue.
Manierre, Kate	Moseley	2352 Prairie Avenue.
Mann, Elizabeth A.	Central Park	774 Walnut Street.

NAME.	SCHOOL.	RESIDENCE.
Mann, Emma D.	Central Park	774 Walnut Street.
Mann, Marie Louise	Pickard	95 W. Thirteenth Street.
Manning, Mary E.	W. Fourteenth Street	503 S. Jefferson Street.
Marble, Minnie E.	Emerson	625 Washington Boul'd.
Maroney, Mary T.	Walsh	41 Eighteenth Street.
Marre, Philomena V.	Foster	152 Lytle Street.
Marsh, Emeline	Thomas Hoyne	307 Indiana Street.
Marsh, Mary R.	Webster	Normal Park, Ill.
Marshall, Mary E.	Jones	417 S. Clark Street.
Martin, Clara T.	Healy	3712 Emerald Avenue.
MARTIN, EDITH A.	Sheldon	278 Oak Street.
Martin, Nellie C.	Haven	199 Maxwell Street.
Marr, Emma	Foster	130 Lincoln Avenue.
Mason, Anna J.	McClellan	262 S. Paulina Street.
Mason, Maggie F.	Brainard	262 S. Paulina Street.
Mason, Mary E.	Franklin	514 Racine Avenue.
Mason, Mary R. E.	Dore	15 S. Halsted Street.
Mason, Sarah C.	Sheridan	Englewood, Ill.
Mather, Elizabeth E.	King	301 Campbell Avenue.
Matzinger, Hanna	Wicker Park	Humboldt Park, Ill.
Maxfield, Florence M.	Irving	414 S. Leavitt Street.
Mayhew, Ella C.	Newberry	134 Seminary Avenue.
Meagher, Maria T.	Vedder Street	299 N. Franklin Street.
Mear, Bella M.	W. Fourteenth Street	231 S. Morgan Street.
Mellor, Mary E.	Newberry	Winnetka, Ill.
Melody, Nellie S.	Brenan	3139 Prairie Avenue.
Mende, Annie T.	Arnold	118 Fremont Street.
Merriam, Genevra	Jones	23 Twenty-third Street.
Merrick, Caroline H.	North Division High	481 La Salle Avenue.
Merrill, Georgiana W.	Pickard	38 Moore Street.
MERRIMAN, ALDEN N.	Hayes	820 W. Monroe Street.
Methlow, Ida B.	Headley	827 N. Clark Street.
Meyer, Esther	Walsh	16 String Street.
Meyer, Ida	Brown	506 Fulton Street.
Miller, C. Lucretia	Jefferson	290 Marshfield Avenue.
Miller, Fannie S.	Motley	270 W. Huron Street.
Miller, Kate T.	Thomas Hoyne	111 Ohio Street.
Miller, Mary A.	Franklin	111 Ohio Street.
Miller, Minnie E.	Clarke	41 Norton Street.
Miſch, Pauline	West Division High	214 Schiller Street.
Miner, Laura Evelyn	Skinner	Oak Park, Ill.
Moakley, Nellie H.	La Salle	480 Webster Avenue.
Moberg, Johanna R.	Pickard	342 Parmalee Street.
Mohan, Mary A.	Oak Street	90 Elm Street.
Mole, Frances E.	Moseley	42d St. E. of Drexel Boul.
Moody, Alice E.	McClellan	866 Thirty-fourth Street.

NAME.	SCHOOL.	RESIDENCE.
Moore, Louise S.	Walsh	Englewood, Ill.
Morey, Harriet A.	Brainard	534 Idaho Street.
Morgan, M. Dora	Oakley	705 Carroll Avenue.
Morgan, Nellie A.	Emerson	705 Carroll Avenue.
MORRILL,, DONALD L.	Andersen	166 Dearborn Avenue.
Morrison, Abbie W.	Lincoln	72 Grant Place.
Mortimer, Anna M.	Franklin	189 Wells Street.
Montgomery, Blanche D.	Huron Street	167 Dearborn Avenue
Mouat, Maggie C.	Washington	548 Washington Boul'd.
Moulton, Annie K	Skinner	25 Waverly Place.
Mouns, Minnie A. L.	Jefferson	323 Loomis Street.
Moynihan, Mary A.	McClellan	29 Thirty-eighth Street.
Mumm, Elfrieda	Scammon	374 Dayton Street.
Munroe, Henry F.	West Division High	821 W. Jackson Street.
Murchison, Alice M.	Emerson	441 Washington Boul'd.
Murphey, Anna	Brighton	3301 Ashland Avenue.
Murphy, Anna M.	Ward	3160 La Salle Avenue.
Murphy, Ellen A.	Vedder Street	278 Sedgwick Street.
Murphy, Fannie A.	Douglas	5324 Washington Av., H. P.
Murphy, Julia T.	Pearson Street	82 Milton Avenue.
Murphy, Lizzie M.	Oak Street	160 La Salle Avenue.
Murphy, Lizzie W.	Washington	476 W. Ohio Street.
Murphy, Teresa M.	W. Fourteenth Street	31 Nebraska Street.
Murray, Belle M.	Kosciusko	711 Fulton Street.
Murray, Charlotte A.	Montefiore	260 N. Franklin Street.
Myers, Sue B.	Polk Street	725 Washington Boul'd.
Meyers, Sadie E.	Emerson	725 Washington Boul'd.
Nash, Anna A.	Haven	3251 Indiana Avenue.
Nealis, Mary J. L.	Montefiore	29 W. Huron Street.
Nelson, Clara	Wells	857 Milwaukee Avenue.
Neuhaus, Laura	Cottage Grove	35 University Place.
Neuschäfer, Emmy	North Division High	369 Mohawk Street.
Newell, Huldah H.	Ogden	Evanston, Ill.
Newton, Jennie S.	Lincoln Street	885 Washington Boul'd.
Nicolai, Minnie	Polk Street & Foster	53 Goethe Street.
Niehaus, Henrietta G.	Holden	2407 Indiana Avenue.
Niehaus, Tillie M.	Holden	2407 Indiana Avenue.
Nilsson, Anna M.	Keith	3652 Dearborn Street.
Nißen, Emma M.	Lincoln	167 Schiller Street.
Noll, Augusta E.	Throop	573 W. Fourteenth Street.
Nourse, Harriet	Keith	3848 Dearborn Street.
Novotny, Annie S.	Clarke	12 Spruce Street.
Noyes, Maria P.	West Jackson Street	385 W. Adams Street.
O'Brien, Bridget F.	Throop	192 Mather Street.

NAME.	SCHOOL.	RESIDENCE.
O'Brien, Jennie H.	Carpenter	19 Walnut Street.
O'Brien, Mary E.	Franklin	25 Goethe Street.
O'Brien, Minnie T.	Carpenter	19 Walnut Street.
O'Connor, Anna M.	Brighton	947 Thirty-fourth Street.
O'Connor, Delia M.	Brenan	767 N. Park Avenue.
O'Connor, Dora L.	Newberry	1033 N. Clark Street.
O'Connor, Florence N.	Lincoln	681 Fullerton Avenue.
O'Connor, Kittie L.	Holden	947 Thirty-fourth Street.
O'Connor, Lilla	Lincoln	681 Fullerton Avenue.
O'Connor, Mary A.	Brighton	2517 Cologne Street.
O'Connor, Nellie A.	Oak Street	127 N. Market Street.
O'Toole, Mary L.	Oakley	93 Seymour Street,
Oakman, Louise R.	Burr	689 N. Robey Street.
Oberlander, Mary C. M.	Washington	208 W. Ohio Street.
Okeson, Jennie B.	Ward	2821 Indiana Avenue.
OLIVER, FANNY E.	Kosciusko	294 Washington Boul'd.
Olson, Albertina J.	Montefiore	114 Walnut Street.
Olson, Henrietta E.	Emerson	114 Walnut Street.
Orton, Josephine	Montefiore	232 Park Avenue.
Osborne, Libbie M.	Holden	3205 Prairie Avenue.
Osborne, Lillie A.	Holden	3205 Prairie Avenue.
Otterſtedt, Clara	Moseley	139 Lincoln Avenue.
Owen, Marie A.	Haven	1827 Wabash Avenue.
Page, Hannah E.	Irving	88 Flournoy Street.
Page, Laura M.	Skinner	32 Ogden Avenue.
Page, May A.	Cooper	12 S. Curtis.
Page, Nellie S.	Burr	739 Dixon Street.
Pahlman, Ida M.	Longfellow	Naperville, Ill.
Palmer, Letty A.	Cooper	95 Ambrose Street.
Palmer, Marietta L.	Vedder Street	292 Wells Street.
Parantau, Clementina	Andersen	28 Evergreen Avenue.
Parantau, Lillie E.	Andersen	28 Evergreen Avenue.
Parelius, Alvilda	Motley	85 W. Huron Street.
Parker, Etha L.	Scammon	430 W. Jackson Street.
Parker, Mattie J.	Douglas	2715 Wabash Avenue.
Patchel, Sara E.	Clarke	228 S. Peoria Street.
PATTERSON, ELLA	Cooper	111 Aberdeen Street.
Patterson, Lizzie M.	Wicker Park	151 Fowler Street.
Patterson, Mary	Skinner	111 Aberdeen Street.
Paulk, Lillie E.	King	411 Idaho Street.
Payne, William M.	South Division High	2221 Wabash Avenue.
Peacock, Maggie J.	W. Fourteenth St.	272 W. Twelfth Street.
Peck, Hattie P.	Marquette	720 W. Monroe Street.
PEEKE, HARRIET O.	Lincoln Street	169 Dearborn Avenue.
Peirce, Ella B.	Wentworth Avenue	1911 Wabash Avenue.

NAME.	SCHOOL.	RESIDENCE.
Peltzer, Laura	Jones	412 Belden Avenue.
PENNELL, ELVIRA	Lawndale	1060 Millard Avenue.
Perdue, H. Avis	Raymond	3536 Prairie Avenue.
Pettibone, Ira W.	North Division High	Austin, Ill.
Pierce, Mary R.	Douglas	4159 Grand Boulevard.
Piper, Alice F.	Brighton	3521 Bloom Street.
Phelps, Lilian	Vedder Street	373 Burling Street.
Phelps, Mary A.	Hayes	158 Park Avenue.
Phelps, Sophie A.	Central Park	776 Walnut Street.
Philbrick, Margaret E.	La Salle	581 Wells Street.
Plunkett, Minnie	Foster	149 Noble Street.
Port, Elsa V. L.	Armour Street	108 Park Avenue.
Porter, Cora	Langland	185 N. Paulina Street.
Porter, Ella M.	Moseley	2416 Indiana Avenue.
Porter, Helen Edith	Motley	185 N. Paulina Street.
Poppelbaum, Louiſa E.	Newberry	1787 Diversy Av., L. V.
Powell, Cora C.	Wells	40 St. John's Place.
Powell, Mary E.	Polk Street	310 S. Halsted Street.
Powers, Mary Frances	Webster	2929 Shields Avenue.
Pratt, Harriet S.	Ogden	99 Walton Place.
Pratt, Sadie F.	Marquette	927 Harrison Street.
Prendergast, Amelia M. A.	Oakley	883 Fulton Street.
Price, Mary C.	Throop	344 Marshfield Avenue.
Price, Mary V. S.	Carpenter	41 N. Ada Street.
Pride, Phebe	Dore	352 S. Hoyne Avenue.
Proctor, Hannah E.	Lincoln	1418 Dunning Street.
Purer, Mary J.	Marquette	54 Johnson Street.
Purinton, Mary L.	Lincoln	447 Belden Avenue.
Quinlan, Mary C.	Wentworth Avenue	1532 Wabash Avenue.
Quinn, Kate A.	Brown	220 Marshfield Avenue.
Quinn, Rosa C.	vonHumboldt	778 Dania Avenue.
Quinn, Sadie	Foster	449 W. Congress Street.
Quirk, Mary E.	Oakley	683 Carroll Avenue.
Quirk, Mary J.	Oakley	654 Carroll Avenue.
Rafferty, Nellie	Wicker Park	295 N. Lincoln Street.
Rafferty, Rose E.	Motley	446 W. Huron Street.
Ralph, Sarah C.	McClellan	2849 Deering Street.
Randall, Laura A.	Moseley	124 Twenty-fourth Street.
Ranney, Harriet A.	Hayes	754 Carroll Avenue.
Raven, Albertina	Ward	193 Twenty-fourth Place.
Redfield, Grace K.	Washington	56 Park Avenue.
Redfield, Grace M.	Lawndale	Hinsdale, Ill.
Reed, Alta Gratia	West Division High	4330 Bellevue Avenue.
Reed, Josephine C.	Cottage Grove	4330 Bellevue Avenue.

NAME.	SCHOOL.	RESIDENCE.
Reed, Mary L.	Garfield	Englewood, Ill.
Reed, Pauline M.	Cottage Grove	4330 Bellevue Avenue.
Reedy, Katie A.	Walsh	Continental Hotel.
Reeves, Nellie L. C.	Wentworth Avenue	2534 Wabash Avenue.
Reid, Annie L.	Calumet Avenue	77 Twenty-sixth Street.
Reid, Jane F.	Calumet Avenue	77 Twenty-sixth Street.
Reilly, Maggie C.	W. Fourteenth St.	381 W. Taylor Street.
Reilly, Rose	Motley	Austin, Ill.
Renshaw, Esther A.	Franklin	58 Goethe Street.
Reynolds, Jennie E.	Holden	2447 Michigan Avenue.
Reynolds, Mary A.	Huron Street	306 Hudson Avenue.
Ribolla, Charlotte M.	Douglas	3243 Butterfield Street.
Rice, Carrie Allen	Holden	Englewood, Ill.
Rice, Martha J. B.	Burr	49 Rawson Street.
RICE, MARY E. S. B.	Walsh	222 Marshfield Avenue.
Richardson, Clara M.	Walsh	680 W. Madison Street.
Richardson, Mary M.	LaSalle	4520 Wabash Avenue.
Riehl, Lizzie	Webster	Englewood, Ill.
Ringland, Amanda M.	Dore	715 W. Erie Street.
Riordan, Kittie A.	Brainard	267 Hermitage Avenue.
Ritter, Lavinia	Sheldon and Kinzie	344 Wells Street.
Roberts, Hannah	Polk Street	343 W. Congress Street.
Robertson, Christine W.	Wells	480 W. Huron Street.
Robinson, Adelia E.	Central Park	10 Artesian Avenue.
ROBINSON, ALBERT R.	Dore	Hinsdale, Ill.
Robinson, Nellie H.	Grant	739 W. Harrison Street.
Robatz, Agnes	Douglas	Englewood, Ill.
Rogers, Mary C.	vonHumboldt	Jefferson, Ill.
Roland, Hattie C.	Franklin	17 Carl Street.
Rood, Ada C.	Vedder Street	259 Fremont Street.
Root, Elizabeth B.	Motley	435 Washington Boul'd.
Root, Helen O.	Douglas	3236 Calumet Avenue.
Rose, Orpha E.	Walsh	149 S. Morgan Street.
Rosenthal, Julia L.	Thos. Hoyne	343 Elm Street.
Rossler, Claire E. S.	W. Fourteenth Street	57 W. Randoph Street.
Rothfuss, Phœbe E.	Brenan	2119 Michigan Avenue.
Rourier, Sarah J. I.	Wentworth Avenue	122 Twentieth Street.
Rowland, Frances W.	Polk Street	91 Laflin Street.
Royall, Fanny A.	Cooper	44 Pearce Street.
Royall, Mary E.	Walsh	44 Pearce Street.
Royce, Mary E.	Marquette	159 Warren Avenue.
Ruarc, Carrie H.	Haven	Continental Hotel.
RUGGLES, MARTHA M. W.	Huron Street	240 Oak Street.
Russell, E. Leantha	Foster	South Chicago.
Russell, Kate J.	Hayes	794 W. Monroe Street.
Russell, Lizzie M.	Dore	794 W. Monroe Street.

NAME.	SCHOOL.	RESIDENCE.
Russell, Lou M.	Cooper	185 S. Morgan Street.
Russell, Marion L.	Pickard	185 S. Morgan Street.
Ruthenberg, Blanca L.	Franklin	248 North Avenue.
Ruthenberg, Olga A.	Vedder Street	243 North Avenue.
Ryan, Elizabeth	Newberry	1710 Deming Court, L. V.
Ryan, Elizabeth A.	Franklin	153 Erie Street.
Ryan, Helen A.	Brainard	Maplewood, Ill.
Ryan, Joanna A.	Huron Street	492 W. Twelfth Street.
Ryan, Mary E.	Pickard	341 Hastings.
Ryan, Nellie R.	Sheridan	3002 Wabash Avenue.
Ryan, Sarah V.	Thomas Hoyne	153 Erie Street.
SABIN, ALBERT R.	Franklin	337 Mohawk Street.
Samler, Roſa.	Wells	262 N. May Street.
Sanborn, Janie S.	Skinner	321 W. Monroe Street.
Sargent, Nellie H.	W. Jackson Street	1105 W. Jackson Street.
Saure, Lydia.	McClellan	567 Wabash Avenue.
SAYWARD, MARIA H.	Motley	441 Washington Boulev'd.
Scanlan, Annie C.	Emerson	583 Fulton Street.
Scanlan, Ellen E.	Ogden	230 Chicago Avenue.
Schach, Martha A. C.	Keith	3740 State Street.
Schaefer, Adaline S. A.	Newberry	391 N. State Street.
Scheunemann, Anna.	Montefiore	241 North Avenue.
Scheunemann, Martha.	Vedder St. & Oak St.	241 North Avenue.
Schiff, Hannah	Franklin	279 Wells Street.
Schiffer, Antoinette.	Franklin	44 Beethoven Place.
Schilling, Gertrude D.	Ward	3247 Dearborn Street.
Schjoldager, Bertha S.	Washington	609 W. Superior Street.
Schjoldager, Inger M.	Washington	609 W. Superior Street.
Schlamann, Bernardine.	Lawndale	1060 Millard Avenue.
Schlund, Clara J.	Oakley	Oak Park, Ill.
Schoenstedt, Helen C. S.	Clarke	71 Hastings Street.
Schrader, Mathilde C.	Ogden	281 Orchard Street.
Schrock, Minnie	Oakley	715½ Washington Boul'd.
Schroeder, Anna H.	Pearson Street	103 Walton Place.
Schroeder, Wanda.	Brown	57 Carpenter Street.
Schottenfels, Estha	Marquette	721 W. Congress Street.
Schottenfels, Ida May	Garfield	721 W. Congress Street.
Schulz, Kate.	Walsh	38 Fremont Street.
Scofield, Mary A.	Hayes	922 W. Jackson Street.
Scott, Maria	Skinner	427 W. Monroe Street.
Scoville, Kate A.	King	57 Centre Avenue.
Scully, Agnes L.	Hayes	812 Washington Boulev'd.
Seaman, Carrie B.	Cottage Grove	3614 Stanton Avenue.
Seaman, Georgia A.	Cottage Grove	3614 Stanton Avenue.
Seifert, Johanna E.	Washington	427 E. North Avenue.
Sergeant, Mary Louise	Irving	432 W. Adams Street.

NAME.	SCHOOL.	RESIDENCE.
Sevringhaus, Zalia C.	Wells	437 N. Ashland Avenue.
Seyer, Virginia L. A. v. H.	Newberry	131 Clybourn Avenue.
Shaffner, Emma	Carpenter	347 Washington Boulev'd.
Shanley, Jane F.	Andersen	588 W. North Avenue.
Shannon, Maggie J. W.	Franklin	534 N. Franklin Street.
Shaver, Ida	Pearson Street	97 Walton Place.
Sheehan, Joanna A. F.	Dore	130 W. Harrison Street.
Sheldon, Ella F.	Scammon	672 W. Adams Street.
Sheldon, Ida M.	Dore	672 W. Adams Street.
Sheridan, Julia M.	Thos. Hoyne	178 Cass Street.
Shirra, Marguerite A.	Walsh	17 N. Curtis Street.
Shoemaker, Emma T.	Marquette	45 Loomis Street.
SHUMAN, WM. C.	Thos. Hoyne	233 Ontario Street.
Shoyer, Miriam I.	Armour Street	49 N. Sheldon Street.
Sickels, Emma C.	McClellan	137 Twenty-sixth Street.
Siebert, Ida M.	Jones	42 Ogden Avenue.
Siefert, Martha	La Salle	139 Lincoln Avenue.
Simonds, Ella F.	Douglas	3254 Dearborn Street.
Simpson, Mary A. H.	McClellan	5143 Wentworth Av., Lake
Skelly, Mary E. T.	Burr	202 Webster Avenue.
Skorazinska, Natalie H.	Arnold	80 Herndon Street.
Slack, Jennie E.	Huron Street	239 Sedgwick Street.
Slack, Maria A.	Franklin	239 Sedgwick Street.
Slevin, Nellie	Lincoln Street	911 Fulton Street.
Slingluff, Ida May	Newberry	325 Centre Street.
SLOCUM, JEREMIAH	S. Div. High	88 Twenty-Sixth Street.
Smeeth, Helen Marie	Emerson	639 W. Monroe Street.
Smeeth, Julia E.	Skinner	639 W. Monroe Street.
Smiddy, Ellen M.	Jones	134 Thirtieth Street.
Smith, Caroline	Garfield	352 Hermitage Avenue.
Smith, Caroline R.	McClellan	Englewood, Ill.
Smith, Eliza H.	W. Jackson Street	922 W. Jackson Street.
Smith, Elizabeth L.	Walsh	414 W. Monroe Street.
Smith, Fanny R.	Cottage Grove	3410 Rhodes Avenue.
Smith, Frances L.	Haven	54 Sixteenth Street.
Smith, Gertrude M.	Cottage Grove	3611 Grand Boulevard.
Smith, Grace T.	Brighton	3342 Vernon Avenue.
Smith, Lizzie C.	Cottage Grove	3634 Ellis Park.
Smith, Mary E.	Throop	354 W. Harrison Street.
Smith, Mathilde	N. Division High	38 Astor Street.
Smyth, Lizzie A.	Grant	457 W. Erie Street.
SMYTH, MARY H.	Grant	457 W. Erie Street.
Soelke, Annie L.	Wicker Park	742 Milwaukee Avenue.
Sollitt, Alice E.	Calumet Avenue	4020 Prairie Avenue.
Sollitt, Fannie M.	Calumet Avenue	4020 Prairie Avenue.
Solner, Annie M.	Wicker Park	164 N. Curtis Street.

NAME.	SCHOOL.	RESIDENCE.
Solomon, Minnie Werden	Thos. Hoyne	176 N. State Street.
Southard, Ida	Haven	3310 Rhodes Avenue.
Spaulding, Sadie Y. B.	Headley	281 Webster Avenue.
Spencer, Clara J.	Oakley	796 Carroll Avenue.
Spiel, Marie	Jefferson	Lake View, Ill.
Spieler, Annie L.	Oak Street	332 Wells Street.
Spooner, Mary L.	Wentworth Avenue	3545 Michigan Avenue.
Stafford, Juniata	Huron Street	697 North Park Avenue.
Stafford, Minnie	Huron Street	697 North Park Avenue.
Stall, Charlotte C.	Wicker Park	740 W. Superior Street.
Stanley, Florence C.	Wicker Park	150 Park Street.
Stapleton, Fanny	Montefiore	153 N. Curtis Street.
Stapley, Fannie E.	Wells	33 N. Hoyne Avenue.
Starrett, Kittie	Jefferson	240 Laflin Street.
Starrett, Lizzie H.	W. Thirteenth Street	240 Laflin Street.
State, Elizabeth A.	Scammon	178 Park Avenue.
State, Nellie	Scammon	178 Park Avenue.
Stearns, Edward F.	S. Division High	3508 Ellis Avenue.
Stedman, Maria M.	W. Jackson Street	1272 W. Monroe Street.
Steiger, Bertha	Carpenter	381 Fulton Street.
Stevens, Emily M. C.	Scammon	134 S. Throop Street.
Stevens, Emma	Washington	44 S. Sangamon Street.
Stevens, Susie C.	Skinner	352 S. Hoyne Avenue.
Stewart, Emma G.	W. Jackson Street	170 Warren Avenue.
Stewart, Nannie	Sheldon	623 Dearborn Avenue.
Stimpson, Lora A.	N. Division High	223 Chestnut Street.
Stone, Carrie R.	Oakley	70 N. Ada Street.
Stone, Clara E.	Foster	493 Park Avenue.
Stone, Elmira N.	McClellan	59 University Place.
Storen, Mary A.	Holden	2968 Haines Street.
Storer, Hattie M.	Armour Street	317 Austin Avenue.
Stowe, Kate A.	Andersen	33 N. Irving Avenue.
Stowell, Corydon G.	Newberry	459 Dayton Street.
Stowell, Harriet A.	S. Division High	3400 Rhodes Avenue.
Strasburg, James M.	N. Division High	348 Dayton Street.
Straughan, Caroline W.	Haven	1927 Michigan Avenue.
Stuebli, Lina C.	Keith	1720 Frederick St., L. V.
Sturtevant, Alice	Elizabeth Street	391 Warren Avenue.
Sullivan, Adelaide	Holden	46 Twenty-Fourth Street.
Sullivan, Alice M.	Walsh	Englewood, Ill.
Sullivan, Annie B.	Franklin	297 N. Franklin Street.
Sullivan, Ella C.	Oak Street	512 Hurlbut Street.
Sullivan, Lulie D.	Holden	38 Thirty-Second Court.
Sullivan, Maggie A.	Franklin	297 N. Franklin Street.
Sullivan, M. Minerva	Burr	545 Washington Boulev'd.
Swarthout, Mary F.	Douglas	3213 Vernon Avenue.

NAME.	SCHOOL.	RESIDENCE.
Swanson, Anna	Montefiore	90 Austin Avenue.
Syme, Edith S.	Arnold	51 Lincoln Avenue.
Synon, Emily	Garfield	249 Blue Island Avenue.
Talbot, Alice B.	Sheldon	295 Elm Street.
Talbot, Anna	Sheldon	295 Elm Street.
Tallman, Hattie A.	Irving	792 Walnut Street.
Tallman, Marie C.	Central Park	792 Walnut Street.
Templeton, Annie H.	Grant	841 W. Lake Street.
Tenney, Minnie B.	West Jackson Street	1091 W. Jackson Street.
Teufel, Josephine	Hayes	269 Walnut Street.
Thayer, M. Ellen	Moseley	2415 Michigan Avenue.
Thielepape, Elsbeth F.	Sheridan	697 N. Wells Street.
Thissell, Alice P.	Pickard	429 W. Monroe Street.
Thomas, Emma T.	Foster	458 W. Fifteenth Street.
Thomas, Frederica E.	Skinner	114 Park Avenue.
Thompson, Elsie A.	Arnold	279 Hudson Avenue.
Thompson, Mary A.	Clarke	183 S. Morgan Street.
Thorne, Leona L.	Cottage Grove	4100 Ellis Avenue.
Tierney, Fannie L.	Moseley	1342 E. Fortieth Street.
Tierney, Julia E.	Moseley	1342 E. Fortieth Street.
Tierney, Laura	Armour Street	442 W. Huron Street.
Tilton, Annie M.	Brown	377 Warren Avenue.
Tobey, Abbie E.	Wicker Park	689 N. Robey Street.
Tobey, Mary L.	Newberry	1461 Montana Street.
Tobias, Lizzie F.	Jefferson	159 S. Center Avenue.
Tobias, Mary J.	Dore	159 S. Center Avenue.
Todd, Mary L.	Irving	1167 Lexington Street.
Tomlin, Annie R.	Sheldon	418 Oak Street.
Toner, Clara S.	Walsh	2837 Indiana Avenue.
Toner, Ella E.	Jones	2837 Indiana Avenue.
Toner, Hattie M.	Marquette	1248 Adams Street.
Toohy, Jennie M.	Foster	962 Harrison Street.
Toole, May E.	W. Fourteenth Street	23 Winthrop Place.
Toole, Sellie H.	Clarke	23 Winthrop Place.
Tracy, Alice T.	Brighton	32nd Street, E. of Laurel.
Treleaven, Mary	Motley	357 Warren Avenue.
Tremain, Frank E.	Motley	420 W. Jackson Street.
Trimingham, Annie E.	Brown	538 W. Jackson Street.
Triplett, Maggie R.	Burr	390 W. Chicago Avenue.
Troſchel, Agnes G.	Langland & Kosciusko	900 Milwaukee Avenue.
Tustin, Annie M.	Carpenter	710 W. Monroe Street.
Tustin, Elizabeth R.	Emerson	710 W. Monroe Street.
Tuttle, Grace	Haven	1701 Wabash Avenue.
Tuttle, Sarah E.	Sheridan	3013 Indiana Avenue.
Twohig, Mary E. A.	Elizabeth Street	55 N. Ada Street.

NAME.	SCHOOL.	RESIDENCE.
UNDERHILL, VOLNEY	Carpenter	296 S. Paulina Street.
Unna, Flora	Moseley	2352 Wabash Avenue.
Upson, Emma A.	Haven	1535 Michigan Avenue.
Upton, Delia F.	Clarke	720 W. Fourteenth Street.
Valy, Rena	Lincoln	456 E. North Avenue.
Vanarsdale, Ella B.	Skinner	55 S. Ann Street.
Van Bergen, M. M.	Webster	6744 Wentworth Avenue.
Van der Kolk, Gertie S.	Brainard	513 Idaho Street.
Van Meenen, Josephine E.	W. Fourteenth Street	20 S. May Street.
VANZWOLL, A. HENRY	Irving	327 Park Avenue.
Visser, Antoinette J.	Jefferson	474 Marshfield Avenue.
Visser, Helen M.	Brainard	474 Marshfield Avenue.
Vocke, Emily J.	Jefferson & W. 13th St.	237 Wells Street.
Voltz, Minnie C.	Von Humboldt	258 W. Division Street.
Von der Hoehl, Joſephine	Clarke	256 S. Ashland Avenue.
Wadleigh, Grace	Holden	294 Washington Boul'd.
Waite, Helen M.	Brown	712 Adams Street.
Waite, Ida M.	Franklin	1824 Diversy St., Lake V.
Waldſchmidt, Anna	Arnold	735 Sedgwick Street.
Walker, Clara	West Division High	257 S. Robey Street.
Walker, Emilie S.	Brown	142 S. Paulina Street.
Walker, Sarah A. B.	King	339 Warren Avenue.
Walker, Sylvia	Haven	1841 Wabash Avenue.
Wall, Kittie A.	Holden	2804 Bonfield Street.
Wallace, Sarah H.	La Salle	25 Hammond Street.
Wallenburg, Clara	Wicker Park	7 Samuel Street.
Wallenburg, Ellen V.	Montefiore	7 Samuel Street.
Wallenburg, Emily L.	Wells	7 Samuel Street.
Wallenburg, Laura	Wells	7 Samuel Street.
Wallis, Sidonia	W. Fourteenth Street	16 Maple Street.
Walsh, Annie G.	Walsh	544 S. Jefferson Street.
Walsh, Ellen F.	Andersen	258 Augusta Street.
Walsh, Ellen F.	Sheridan	3111 Portland Avenue.
Walsh, Joanna M.	Burr	881 Elk Grove Avenue.
Walsh, Kate M.	Franklin	1314 Dunning St., L. V.
Walsh, Kittie M.	Brenan	815 Thirty-first Street.
Walsh, Maggie L	Brighton	815 Thirty-first Street.
Walsh, Mary A.	Montefiore	167 Jefferson Street.
WALSH, MARY M T.	Brenan	815 Thirty-first Street.
Walsh, Nellie E.	Foster	544 S. Jefferson Street.
Walsh, Nellie J.	Brighton	815 Thirty-first Street.
Walsh, Nellie L.	Burr	881 Elk Grove Avenue.
Walsh, Sarah F.	Lincoln Street	682 Fulton Street.
Ward, Annie M.	Haven	290 Fifth Avenue.

NAME	SCHOOL.	RESIDENCE.
Warhurst, Lizzie	Wicker Park	294 W. Huron Street.
Warkentien, Elfriede J.	Garfield	180 Rumsey Street.
Warren, Minnie A. C.	Lincoln	1033 N. Clark Street.
Watson, Agnes M.	Lincoln Street	297 W. Huron Street.
Watson, Lilian F.	Cooper	1280 W. Monroe Street.
Watson, Nellie M.	W. Thirteenth Street	424½ W. Jackson Street.
Webster, Carolyn	Burr	19 Seeley Avenue.
Webster, Eva	Motley	452 Fulton Street.
Welch, Mattie T.	Montefiore	743 Carroll Avenue.
Weldon, Mary E,	Longfellow	276 Marshfield Avenue.
WELLES, GEORGE P.	West Division High	144 Ashland Avenue.
Wellers, Meta	Keith	Hotel Bristol.
Werneburg, Ellen	Walsh	Normal Park, Ill.
Werneburg, Pauline	Walsh	Normal Park, Ill.
Wertheim, Alwine	Haven	1435 State Street.
Wertheim, Minna	Dore	659 La Salle Avenue.
WESTCOTT, O. S.	North Division High	Maywood, Ill.
Whalen, Annie M.	Ward	292 Twenty-ninth Street.
Wheadon, Alice A.	Oakley	18½ Diller Street.
Whitcomb, Carrie B.	Ogden	96 Walton Place.
White, Ella F.	Ogden	416 Center Street.
White, Frances E.	Polk Street	466 W. Jackson Street.
White, Mary	Newberry	967 N. Halsted Street.
Whitney, Fannie H.	Walsh	205 S. Peoria Street.
Whitney, Harriet J.	Wells	86 Tolman Avenue.
Whittaker, Anna E.	Arnold	376 Garfield Avenue.
Whittemore, Clara E.	Vedder Street	10 Vine Street.
Whitty, Mary R.	Haven	2045 S. Park Avenue.
Wicker, Juliaett	Brown	16 Ogden Avenue.
Widmer, Roſa A.	Huron Street	164 E. Superior Street.
Wiggins, Mary S.	South Division High	3815 Lake Avenue.
Wilcox, Marianne S.	Haven	294 Thirty-eighth Street.
Willard, Jane	West Division High	15 S. Sheldon Street.
Williams, Ada B.	Douglas	559 Maple St., Englewood.
Williams, Ellen E.	Garfield	87 Aberdeen Street.
Williams, Fannie E.	Wentworth Avenue	1417 Wabash Avenue.
WILLIAMS, FRANK B.	Marquette	14 S. Ashland Avenue.
Williams, Hannah E.	Scammon	19 Pratt Place.
Williams, Jane E.	Dore	87 Aberdeen Street.
Williamson, Christina B.	Garfield	259 S. Jefferson Street.
Wills, Louisa M.	Irving	119 Honore Street.
Willson, Lottie	Kosciusko	723 W. Superior Street.
Wilson, Frank S.	Skinner	211 S. Sangamon Street.
Wilson, Kate	Foster	103 Johnson Street.
Wilson, Lucy L.	West Division High	72 Laflin Street.
Wiltshire, Annie M.	Wentworth Avenue	2025 Butterfield Street.

NAME.	SCHOOL.	RESIDENCE.
Wilzin, Betty	Sheridan	1420 Diversy Street, L. V.
Winchell, Ann E.	North Division High	Norwood Park, Ill.
WINCHELL, HARRIET N.	Elizabeth Street	Norwood Park, Ill.
Wing, Annie E.	Garfield	743 W. Congress Street.
Winter, Hattie W.	Motley	665 W. Monroe Street.
Winter, Lydia	Newberry	182 Oak Street.
Winton, Belle	Hayes	304 Walnut Street.
Wirt, Mary A. W.	Skinner	849 W. Congress Street.
Wolf, Belle B.	Lincoln Street	3526 Prairie Avenue.
WOOD, ANDREW J.	Brown	802 W. Monroe Street.
Wood, Hattie M.	Carpenter	297 Hermitage Avenue.
WOOD, SILAS L.	Clarke	804 W. Monroe Street.
Woodard, Emma P.	Walsh	11 S. Sheldon Street.
Woodman, Ella F.	Washington	670 W. Superior Street.
Woods, Margaret E.	Armour Street	535 W. Erie Street.
Woods, Mary A.	W. Thirteenth Street	631 W. Fourteenth Street.
Workman, Mathilde	Oakley	42 Artesian Avenue.
Worsfold, Mercie R.	Sheridan	3150 Forest Avenue.
Wright, Clara A.	King	607 W. Congress Street.
Wright, Isabella	Haven	1918 Wabash Avenue.
Wright, Louise, C.	Irving	607 W. Congress Street.
Yantis, Emma	Von Humboldt	778 Dania Avenue.
Yates, Frances L.	Hayes	348 Walnut Street.
Young, Carrie May	Grant	1024 W. Monroe Street.
YOUNG, ELLA F.	Skinner	365 W. Jackson Street.
Young, Emilie M.	Franklin	244 Chestnut Street.
Young, Kate S.	Marquette	331 Loomis Street.
Young, Lizzie M.	King	1026 Congress Street.
ZIMMERMANN, GUSTAV A.	Sp. Teacher of German.	688 Sedgwick Street.
Zobel, Bertha	Andersen	15 S. Sheldon Street.
Zollman, Mary J.	Sheridan	3106 Fifth Avenue.

FINANCIAL STATISTICS.

CONDITION OF THE SCHOOL FUND.

The Real Estate within the City Limits, belonging to the School Fund, is appraised at	$4,381,436 80
The Real Estate outside the City Limits, belonging to the School Fund, is appraised at	78,485 00
The Principal of the School Fund amounts to	275,474 94
The Wharfing Lot Fund amounts to	68,061 94
Total	$4,803,458 68

EQUALIZED VALUATION OF CITY PROPERTY.

The total valuation of Real Estate in the City for the Tax of 1885 is	$107,146,881 00
The total Valuation of Personal Property is	29,403,377 00
The total Valuation of Railroad Property is	3,408,034 00
Total Valuation for the Tax of 1885, is	$139,958,292 00

AMOUNT OF TAX LEVIED.

The total amount of Tax levied for 1885, for all City Purposes, was	$5,152,366 03
The Tax for School Purposes for 1885, was	1,708,701 38
The Rate of Tax levied for School Purposes was	12.21 mills.

RECEIPTS DURING THE SCHOOL YEAR.

SCHOOL FUND.

From Rentals of School Fund Land	$ 156,190 58	
" State Dividend	139,224 26	
" Interest on Principal of School Fund	16,601 59	
Total on account of School Fund		$ 312,016 43

SCHOOL TAX FUND.

On account of Tax of 1883 and previous years	$ 731,426 76	
" " 1884	650,305 44	
Total on account of School Tax Fund		$1,381,732 20

MISCELLANEOUS SOURCES.

From Tuition of Non-Resident Pupils	$ 1,038 75	
" Sale of Old Furniture, Old Iron, etc.	335 49	
" Forfeited Deposits of Contractors	112 10	
" Sale of Old Sangamon St. (frame) School Building	200 00	
" Sale of Old Holstein (frame) School B'ld'g	240 00	
Amount Deposited for Special Assessments against School Fund Property	1,326 76	
		$ 3,253 10
Total Actual Cash Receipts during the year		$1,697,001 73

CURRENT EXPENDITURES FOR

AND COST PER PUPIL, BASED ON

SCHOOLS.	No. of Teachers.	Average Daily Membership of Pupils for the year.	Amount Paid for Tuition during the year.	Cost of Tuition per Pupil on Average Daily Membership.	Amount paid for Fuel during the year.	Amount Paid for Services of Janitors during the year.
North Division High	9	311.1	$ 14,463 64	**$ 46 49**	$ 667 90	$ 840 00
South Division High	16	439.3	19,306 21	**43 94**	722 09	873 33
West Division High	17	734.0	26,844 45	**36 57**	537 23	1,200 00
Armour Street	23	1103.1	15,788 76	**14 31**	573 97	1,200 00
§Arnold	17	291.4	3,200 00	**10 98**	97 72	225 00
‡Brenan	12	250.1	2,785 99	**11 14**	211 17	300 00
Brighton	12	584.7	8,235 40	**14 09**	441 27	1,140 00
Brown	26	1174.0	21,862 68	**18 62**	1,140 13	1,500 00
Burr	19	973.4	11,969 99	**12 29**	402 66	827 50
Calumet Avenue	13	592.0	9,515 35	**16 07**	436 54	810 00
Carpenter	19	1157.4	14,954 39	**12 92**	702 29	1,350 00
Central Park	11	404.1	7,312 02	**18 09**	535 73	1,390 00
Clarke	22	1292.0	16,544 78	**12 80**	903 48	1,325 00
Cottage Grove	24	1002.8	18,641 51	**18 58**	908 89	1,780 00
Division and Cleaver Street	14	726.8	8,964 71	**12 33**	527 72	810 00
Dore	24	1241.7	16,558 01	**13 33**	626 68	1,200 00
Douglas	21	997.3	16,282 43	**16 33**	888 91	1,260 00
Elizabeth Street	13	725.0	10,190 81	**14 05**	692 59	810 00
*Emerson	17	486.2	7,557 97	**15 54**	578 82	600 00
Foster	24	1244.5	16,872 42	**13 56**	503 50	1,080 00
Franklin	43	2093.4	28,421 90	**13 58**	999 97	1,956 00
Garfield	13	666.5	9,255 18	**13 89**	549 01	810 00
Haven	17	710.8	13,690 62	**19 26**	632 94	1,226 67
Hayes	24	1134.0	16,705 38	**14 73**	422 80	1,200 00
Headley	19	997.0	13,913 03	**13 95**	395 57	840 00
Holden	21	1106.3	15,111 26	**13 66**	744 98	1,200 00
Huron Street	13	645.9	9,257 05	**14 33**	485 30	1,140 00
Irving	19	1005.5	13,696 19	**13 62**	834 99	900 00
†Jefferson	18	460.4	6,169 26	**13 40**	423 62	500 00
Jones	18	872.8	14,236 47	**16 31**	759 44	1,200 00
Keith	17	738.4	11,315 37	**15 32**	746 06	900 00
King	19	969.1	15,534 28	**16 03**	626 47	900 00
Kinzie	16	682.4	12,776 78	**18 72**	357 43	810 00
Langland	8	75.6	867 13	**11 47**	79 38	135 00
La Salle	23	1114.1	16,647 66	**14 94**	572 75	1,200 00
Lawndale	5	219.3	3,666 07	**16 71**	432 32	540 00
Lincoln	20	1134.6	16.423 10	**14 47**	674 21	1,260 00
Lincoln Street	14	804.7	10,119 74	**12 57**	512 10	810 00
Longfellow	17	949.1	9,822 84	**10 35**	602 67	810 00
Marquette	20	1047.8	15,338 12	**14 64**	589 30	1,200 00
Montefiore	19	1088.4	13,592 10	**12 49**	555 16	1,260 00
Moseley	27	1286.8	20,118 02	**15 63**	743 38	1,500 00
‡Motley	17	355.8	3,959 88	**11 12**	188 03	300 00
Newberry	27	1615.4	21,384 90	**13 24**	1,082 52	1,410 00
Oak Street	13	708·5	8,693 50	**12 27**	556 87	1,140 00
Oakley	20	911·6	13,972 68	**15 32**	701 33	1,491 00
Ogden	23	1074·5	17.174 34	**15 98**	1,084 65	1,080 00
Pearson Street	14	704·2	9,704 68	**13 77**	386 83	810 00
Pickard	20	949·0	12,028 61	**12 67**	440 34	810 00
Polk Street	16	934·6	11,274 38	**12 06**	331 07	810 00
Raymond	14	712·1	10,652 20	**14 95**	489 63	1,140 06
Scammon	24	1118·7	17,992 50	**16 08**	937 59	1,950 00
Sheldon	11	526·4	7,670 90	**14 57**	461 85	810 00
Sheridan	19	1006·7	13,979 86	**13 88**	957 33	1,200 00
Skinner	28	1473·5	21,093 31	**14 31**	1,065 45	1,410 00
Third Avenue	11	452·2	7,147 48	**15 80**	741 92	810 00
Throop	24	1176·8	16,091 68	**13 68**	446 61	1,200 00
Vedder Street	16	848·7	11,248 91	**14 43**	557 87	810 00
‡Von Humboldt	11	191·6	2,846 67	**14 85**	183 15	300 00
Wallace Street	20	1031·7	12,905 08	**12 50**	433 54	1,200 00
Walsh	29	1419·3	18,569 76	**13 08**	1,077 75	1,620 00
Ward	17	906 3	12,181 76	**13 44**	451 83	900 00
Washington	21	976·2	14,991 71	**15 34**	807 58	1,380 00
Webster	21	935·7	13,480 57	**14 40**	920 94	900 00
Wells	34	1898·8	23,209 66	**12 22**	992 14	2,100 00
Wentworth Avenue	18	1038·4	11,893 40	**11 45**	605 05	900 00
West Fourteenth Street	18	923·0	11,163 43	**12 09**	411 86	810 00
West Jackson Street	15	618·1	10,718 72	**17 34**	723 69	1,170 00
West Thirteenth Street	13	774·9	9,925 14	**12 80**	485 01	1,140 00
Wicker Park	20	1366·9	16,765 13	**12 26**	844 42	1,660 00
	1,297	62183.4	$917,249 91	**$ 14 75**	$43,206 02	$74,029 50

*Opened January, 1885. †Opened February, 1885. ‡Opened **March, 1885.**

THE SCHOOL YEAR BY SCHOOLS.

AVERAGE DAILY MEMBERSHIP.

Cost per Pupil for the year for Fuel and Janitors' Services.	Amount Paid during year for Repairs, Supplies and other Incidental Expenses.	Total Amount Paid for Current Expenses of Schools during year.	Cost per Pupil on Total Amount of Current Expenses.	Value of Property used for School Purposes.	Six per cent. on Value of School Property and Rent of Buildings not owned by City.	Total Cost including Six per cent. on the Value of School Property.	Total Cost per Pupil including Six per cent. on Value of School Property.
$4 84	$ 461 75	$ 16,433 29	$52 82	$ 92,800 00	$ 3,712 02	$ 20,145 31	$64 75
3 63	665 75	21,567 38	49 09	125,825 00	5,033 04	26,600 42	60 55
2 37	986 13	29,567 81	40 28	68,650 00	4,119 00	33,686 81	45 89
1 60	877 94	18,440 67	16 71	54,800 00	3,288 00	21,728 67	19 69
1 11	213 16	3,735 88	12 82	62,630 00	1,127 34	4,863 22	16 68
2 00	228 38	3,525 54	14 09	59,250 00	1,422 00	4,947 54	19 78
2 70	715 95	10,532 62	18 01	47,500 00	2,850 00	13,382 62	22 88
2 25	1,405 34	25,908 15	22 06	103,090 00	6,185 40	32,093 55	27 33
1 26	949 18	14,149 33	14 53	46,500 00	2,790 00	16,939 33	17 40
2 11	437 25	11,199 14	18 91	52,250 00	3,135 00	14,334 14	24 20
1 77	887 92	17,894 60	15 46	61,825 00	4,024 50	21,919 10	18 94
4 76	345 36	9,583 11	23 71	53,225 00	3,413 50	12,996 61	32 16
1 72	1,259 60	20,032 86	15 50	68,300 00	4,758 00	24,790 86	19 19
2 68	1,165 75	22,496 15	22 43	84,000 00	5,040 00	27,536 15	27 45
1 84	868 52	11,170 95	15 37	46,950 00	2,817 00	13,987 95	19 24
1 55	1,029 52	19,414 21	15 63	73,500 00	4,410 00	23,824 21	19 10
2 16	1,068 85	19,500 22	19 55	71,500 00	4,290 00	23,790 22	23 85
2 07	667 95	12,361 35	17 05	33,200 00	1,992 00	14,353 35	19 79
2 45	449 75	9,186 54	18 89	68.250 00	2,457 00	11,643 54	23 94
1 27	1,097 08	19,553 00	15 71	56,750 00	3,405 00	22,958 00	18 44
1 41	1,806 89	33,184 76	15 85	120,500 00	9,085 98	42,270 74	20 19
2 04	626 26	11,240 45	16 86	47,280 00	2,836 80	14,077 25	21 12
2 61	812 09	16,362 32	23 01	41,941 00	1,980 00	18,342 32	25 85
1 43	1,032 03	19,360 21	17 07	62,350 00	3,741 00	23,101 21	20 37
1 24	931 22	16,079 82	16 13	45,350 00	1,721 00	18,800 82	18 85
1 75	761 87	17,818 11	16 10	58,500 00	3,510 00	21,328 11	19 27
2 52	397 73	11,280 08	17 46	55,270 00	3,316 20	14,596 28	22 59
1 72	898 40	16,329 58	16 24	57,500 00	3,450 00	19,779 58	19 67
2 00	516 47	7,609 35	16 52	61,575 00	1,847 25	9,456 60	20 54
2 24	963 38	17,159 29	19 66	101,000 00	6,060 00	23,219 29	26 60
2 23	728 25	13,689 68	18 54	64,500 00	3,870 00	17,559 68	23 78
1 57	1,325 27	18,386 02	18 97	44,300 00	2,658 00	21,044 02	21 71
1 71	841 87	14,786 08	21 66	53,175 00	3,592 50	18,378 58	26 93
2 84	97 39	1,178 90	15 59	41,660 00	499 92	1,678 82	22 20
1 59	990 91	19,411 32	17 42	60,500 00	3,630 00	23,041 32	19 78
4 43	205 66	4,844 05	22 08	32,300 00	1,938 00	6,782 05	30 92
1 70	818 37	19,175 68	16 90	65,000 00	3,900 00	23,075 68	20 33
1 64	764 29	12,206 13	15 16	41,890 00	2,513 40	14,719 53	18 29
1 49	777 39	12,012 90	12 65	46,875 00	2,812 50	14,825 40	15 62
1 70	719 02	17,846 44	17 03	60,550 00	3,633 00	21,479 44	20 49
1 67	893 72	16,300 98	14 97	61,200 00	3,672 00	19,972 98	18 35
1 74	1,032 44	23,393 84	18 18	164,550 00	9,873 00	33,266 84	25 85
1 38	271 31	4,719 22	13 26	59,000 00	1,416 00	6,135 22	17 24
1 54	1,786 81	25,664 23	15 26	60,000 00	3,600 00	29,264 23	18 11
2 39	471 24	10,861 61	15 33	53,295 00	3,197 70	14,059 31	19 84
2 40	721 83	16,886 84	18 52	53,625 00	3,637 50	20,524 34	22 51
1 97	768 04	20,057 03	18 66	84,450 00	5,067 00	25,124 03	23 38
1 69	778 04	11,679 55	16 58	48,815 00	2,928 90	14,608 45	20 74
1 32	756 79	14,035 74	14 79	39,500 00	2,370 00	16,405 74	17 28
1 22	1,104 75	13,520 20	14 46	40,250 00	2,415 00	15,935 20	17 05
2 28	768 24	13,050 07	18 32	57,200 00	3,432 00	16,482 07	23 14
2 58	989 04	21,869 13	19 54	92,086 00	5,525 16	27,394 29	24 48
2 41	653 53	9,596 28	18 23	70,500 00	4,230 00	13,826 28	26 26
2 14	1,016 22	17,153 41	17 03	57,000 00	3,420 00	20,573 41	20 43
1 69	1,605 66	25,174 42	17 08	71,750 00	4,305 00	29,479 42	20 00
3 41	406 94	9,106 34	20 14	----------	----------	9,106 34	20 13
1 39	810 97	18,549 26	15 76	55,925 00	3,355 50	21,904 76	18 61
1 61	882 27	13,499 05	15 90	42,960 00	2,577 60	16,076 65	18 94
2 52	191 32	3,521 14	18 37	53,194 00	1,276 66	4,797 80	25 04
1 58	1,081 41	15,620 03	15 14	53,500 00	3,210 00	18,830 03	18 25
1 90	938 42	22,205 93	15 64	65,200 00	3,912 00	26,117 93	18 40
1 49	877 67	14,411 26	15 90	41,500 00	2,490 00	16,901 26	18 64
2 24	1,251 64	18,430 93	18 88	57.180 00	3,430 80	21,861 73	22 39
1 94	827 49	16,129 00	17 23	57,500 00	3,450 00	19,579 00	20 92
1 63	1,400 71	27,702 51	14 58	93,325 00	5,599 50	33,302 01	17 53
1 45	1,254 64	14,653 09	14 11	29,300 00	1,758 00	16,411 09	15 80
1 32	1,165 44	13,550 73	14 68	45,750 00	2,745 00	16,295 73	17 65
3 06	443 41	13,055 82	21 12	55,500 00	3,330 00	16,385 82	26 50
2 09	555 90	12,106 05	15 62	46,750 00	2,805 00	14,911 05	19 24
1 80	1,340 37	20,609 92	15 07	51,000 00	3,676 62	24,286 54	17 76
$1 88	$58,842 15	$1,093,327 58	$17 58	$4,212,675 00	240,570 29	$1,333,897 87	$21 45

§Opened April, 1885. | Opened May, 1885.

PERMANENT IMPROVEMENTS.

The following Items of Expenditure are not included in the Current Expenses of the Schools in obtaining the Cost per Pupil, consisting of Expenditures on account of Erection of New Buildings, Permanent Improvements on old buildings, and Special Assessments on school property :

SPECIAL ASSESSMENTS.

Armour Street School:	
Lamp Posts on W. Ohio Street	$ 26 70
Brown School:	
Lamp Posts on Page Street	15 13
Burr School:	
Paving Ashland Avenue	1,892 32
Carpenter School:	
Grading and Paving W. Huron Street	1,230 63
Central Park School:	
Opening Walnut Street	31 20
Clarke School:	
Macadamizing Ashland Avenue	1,706 34
Foster School:	
Paving Union Street	826 15
Fourteenth Street School, West:	
Paving Union Street	30 00
Grading West Fourteenth Street	830 00
Emerson School:	
Paving Walnut Street	519 36
Franklin School:	
Paving Division Street	544 23
Garfield School:	
Paving West Fourteenth Street	9 00
Lamp Posts	14 83
Hayes School:	
Paving Walnut Street	294 20
Lamp Posts	21 42
Lamp Posts	4 81
Amount carried forward	$7,996 32

Amount brought forward,	$7,996 32	
Holden School:		
Paving Thirty-first Street	2,756 54	
Huron Street School:		
Curbing and Paving Huron Street	678 24	
Lamp Posts on Franklin Street	6 17	
Irving School:		
Curbing	88 76	
Jefferson School:		
Curb Wall	1,059 13	
Keith School:		
Curbing, etc.	190 62	
King School:		
Curbing and Paving Harrison Street	1,193 44	
Lamp Posts on Western Avenue	39 20	
Longfellow School:		
Paving Throop Street	789 12	
Lamp Posts	23 70	
Montefiore School:		
Paving Austin Avenue	20 00	
Newberry School:		
Curbing	42 28	
Paving Willow Street	650 00	
Sheldon School:		
Paving State Street	624 19	
Skinner School:		
Paving Aberdeen Street	642 60	
Thomas Hoyne School:		
Curbing, etc.	687 03	
Throop School:		
Curbing Throop Street	87 44	
Paving Throop Street	743 94	
Lamp Posts	39 06	
Walsh School:		
Lamp Posts	37 72	
Washington School:		
Paving Erie Street	15 00	
Wells School:		
Paving Augusta Street	50 00	
Lamp Posts, Augusta Street	2 65	
Wicker Park School:		
Curbing and Paving Evergreen Avenue	869 82	
Lamp Posts	35 54	
		$ 19,318 51
Amount carried forward		$19,318 51

Amount brought forward		$19,318 51

PERMANENT IMPROVEMENTS, ETC.

North Division High School :		
Changes in Steam Heating Apparatus	$ 774 65	
Steam Pipe Covering	366 42	
Architect fees	42 65	
Philosophical Apparatus	706 50	
Shade Trees	25 00	
Seats and Desks	608 10	
		2,523 32
South Division High School :		
Changes in Heating and Ventilating Apparatus	$ 1,450 00	
Steam Pipe Covering	571 11	
Architect fees	72 50	
Smoke Burners	300 00	
Philosophical Apparatus	706 50	
Shade Trees	60 00	
		3,160 11
West Division High School :		
Philosophical Apparatus	$ 152 02	
Political Cyclopedia	18 00	
		170 02
Andersen Schoool :		
Estimates on Contracts for new building	$ 31,629 00	
Lumber for Fences and Sidewalks	330 33	
Shade Trees	40 00	
Services of Watchman	19 35	
		32,018 68
Arnold School :		
Estimates on Contract for Erection of building	$45,947 45	
Lumber for Fences, Sidewalks, etc	464 65	
Painting Fence	50 40	
Black Board Surface and Writing lines	151 34	
Whitewashing Walls of basement	50 00	
Services of Watchman	150 00	
Cleaning building	32 00	
Reglazing	8 29	
Finishing Book Cases	18 00	
Cinder filling and Grading Yard	150 96	
Seats and Desks	3,371 20	
Teachers' Tables and Principal's Desk	128 00	
Chairs	35 25	
Clocks	53 05	
Letter Box, Plated Numbers, Gong, etc	18 72	
Globe	3 50	
Shade Trees	90 00	
		50,722 81
Amount carried forward		$107,913 45

Amount brought forward		$107,913 45
Brainard School:		
Estimates on Contracts for Erection of new building		4,100 00
Brenan School:		
Estimates on Contracts for Erection of new building	$44,156 05	
Lumber for Fences, Sidewalks, etc.	540 60	
Painting Fences	39 18	
Services of Watchman	163 33	
Whitewashing Walls of basement	55 00	
Reglazing	8 70	
Cleaning building	35 00	
Plated Numbers, Letter Box, etc.	12 89	
Black Board Surface and Writing lines	125 04	
Finishing Book Cases	18 24	
Window Shades	17 16	
Earth filling	1,121 56	
Surveying	30 00	
Seats and Desks	3,360 70	
Teachers' Tables and Principal's Desk	121 25	
Chairs	35 25	
Clocks	58 95	
Globe	3 50	
		49,902 40
Brighton School:		
Steam Pipe Covering	$ 165 67	
Trees	112 00	
		277 67
Brown School:		
New Stairways and other changes in old building	$ 2,490 69	
Ventilating Flues	1,872 00	
Changes in Steam Heating Apparatus	3,317 80	
Steam Pipe Covering	340 87	
Removing Rubbish	70 00	
Seats and Desks	85 40	
		8,176 76
Burr School:		
Painting exterior of building	$ 360 00	
Fitting up rooms in basement	410 30	
		770 30
Burr School, New Building:		
Paid on account of Estimates on Contracts		27,518 00
Amount carried forward		$198,658 58

Amount brought forward		$198,658 58
Calumet Avenue School:		
Seats and Desks	$ 192 15	
Earth filling and Cinders	88 50	
Trees	85 00	
		315 65
Carpenter School:		
New Water Closets in basement	$ 1,616 06	
Cement Pavement in basement	250 00	
Catch Basin	24 00	
		1,890 06
Central Park School:		
Shade Trees		90 00
Clarke School:		
Lumber for New Sidewalk	$ 306 22	
Painting Fence	82 50	
Painting Exterior of building	490 00	
		878 72
Division and Cleaver Street School:		
New Furnaces and Improved Ventilation	$ 2,999 00	
Architect fees	89 97	
Cement Pavement	110 30	
Painting Exterior of building	330 00	
Lumber	232 33	
Plumbing	124 22	
		3,885 82
Douglas School:		
Shade Trees		68 00
Elizabeth Street School:		
New Seats and Desks	$1,295 35	
Teachers' Tables	18 75	
Lumber for New Floors	424 45	
Ventilating Stacks	517 20	
		2,255 75
Emerson School:		
Estimates on Contracts for Erection of Building	$45,430 70	
Lumber for Fences and Sidewalks	303 15	
Painting Fence	41 40	
Watchman's Services	85 00	
Black Board Surface	136 87	
Window Shades	81 81	
Extra Steam Radiators	155 98	
Whitewashing Basement Walls	55 00	
Steam Pipe Covering	227 14	
Amounts carried forward	$46,517 05	$208,042 58

Amounts brought forward	$46,517 05	$208,042 58
Gong, Letter Box, etc.	13 09	
Seats and Desks	3,395 70	
Principal's Desk and Teachers' Tables	140 00	
Chairs	36 00	
Clocks	58 95	
Recitation Settees	12 00	
German Dictionary and Lippincott's Gazetteer	15 25	
Maps	15 75	
		50,203 79
Foster School:		
Painting Outside of Building	$ 465 00	
New Seats and Desks	1,559 45	
		2,024 45
Fourteenth Street School, West:		
Painting Outside of Building	320 00	
Cinders on Lot	43 20	
		363 20
Franklin School:		
Painting Outside of Building		615 00
Garfield School:		
Estimates on Contracts for Erection of New Building		26,627 00
Haven School:		
Estimates on Contracts, etc., for Erection of New Building	$66,621 30	
Seats and Desks, on account	3,000 00	
Principal's Desk	40 00	
Trees	36 00	
		69,697 30
Hayes School:		
Steam Pipe Covering	$ 212 86	
Sidewalk, Fulton Street	8 40	
		221 26
Headley School:		
New Furnaces and Ventilation	$ 2,953 00	
Architect's Fees	88 59	
Painting Exterior of Building	340 00	
		3,381 59
Holden School:		
New Water Closets in Basement	1,779 49	
Cement Pavement in Basement	250 00	
		2,029 49
Amount carried forward		$363,205 66

Amount brought forward		$363,205 66
Irving School:		
Estimates on Contracts for New Building	$ 1,685 10	
Cinder Filling	81 00	
Painting Fence	34 20	
Chairs	36 00	
Clocks	61 10	
		1,897 40
Jackson Street School, West:		
Earth Filling	$ 105 00	
Seats and Desks, Chairs and Tables	876 80	
Shade Trees	85 00	
		1,066 80
Jefferson School:		
Estimates on Contracts for Erection of New Building	$ 46,581 00	
Lumber for Fences and Sidewalks	540 70	
Painting Fences	48 75	
Services of Watchman	123 60	
Whitewashing Walls of Basement	55 00	
Earth Filling	694 30	
Covering Steam Pipe	196 77	
Sewerage	74 00	
Gong, Letter Box, etc.	12 34	
Seats and Desks	3,376 80	
Teachers' Tables and Principal's Desk	140 00	
Chairs	35 25	
Clocks	58 95	
Recitation Settees	12 00	
Maps	15 75	
German Dictionary and Lippincott's Gazetteer	15 25	
		51,980 46
Jones School:		
Painting Outside of Building	$ 304 00	
Changes and Renewals in Steam Heating Apparatus	389 39	
Purchase of Piano (part payment)	150 00	
		843 39
Keith School:		
Cinder Filling	$ 77 76	
Shade Trees	36 00	
		113 76
Amount carried forward		$419,107 47

Amount brought forward		$419,107 47
King School:		
Estimates on Contracts on Addition to New Building	$ 17,024 00	
Painting Outside of Building	310 00	
		17,334 00
Kinzie School:		
Putting in Additional Windows	$ 271 02	
New Roof	264 00	
		535 02
Langland School:		
Estimates on Contracts for New Building	$ 37,016 52	
Lumber for Fences and Sidewalks	24 854	
Whitewashing Walls of Basement	40 00	
Reglazing	22 61	
Cleaning Building	35 00	
Plated Numbers, Letter Box, Gong, etc.	11 95	
Black Board Surface	111 10	
Services of Watchman	234 30	
Grading School Lot	50 00	
Seats and Desks	2,692 20	
Teachers' Tables and Principal's Desk	95 00	
Chairs	23 50	
Clocks	41 25	
Moving Trees	50 00	
Globe	8 50	
		40,675 47
La Salle School.		
Seats and Desks		73 20
Lawndale School:		
Plastering	$ 227 00	
Additional Furnaces	1,169 00	
Architect's Fees	35 07	
Shade Trees	105 00	
		1,536 07
Lincoln Street School:		
Seats and Desks		198 45
Marquette School:		
Changes in Entrance to Basement	$ 292 81	
Cement Pavement	419 75	
Seats and Desks	85 40	
Shade Trees	60 00	
		857 96
Amount carried forward		$480,317 64

Amount brought forward		$480,317 64
Montefiore School:		
Estimates on Contracts for Erection of new Building		18,760 00
Moseley School:		
Improvement of Ventilation, Changes in Water Closet, etc	$1,826 15	
Cement Pavement in Basement	540 39	
Steam Pipe Covering	291 65	
New Roof	247 40	
		2,905 59
Motley School:		
Estimates on Contracts for Erection of new Building	$46,324 00	
Lumber for Fences, Sidewalks, etc	391 09	
Painting Fences, etc	78 80	
Services of Watchman	125 00	
Cleaning Building	32 00	
Reglazing	11 17	
Blackboard Surface and Writing Lines	141 33	
Finishing Book Cases	18 00	
Earth Filling	477 85	
Surveying	15 00	
Seats and Desks	3,360 70	
Teachers' Tables and Principal's Desk	121 25	
Chairs	35 25	
Clocks	58 95	
Globe	3 50	
Plated Numbers, Letter Box, etc	12 88	
		51,206 77
Newberry School:		
Putting in Additional Windows	$134 64	
Earth Filling on Street	46 86	
Additions and Repairs to Steam Heating Apparatus	567 10	
		748 60
Ogden School:		
Balance on Contract for painting		170 00
Pearson Street School:		
New Roof		298 00
Pickard School:		
New Furnaces	$2,985 00	
Architect's Fees	89 55	
		3,074 55
Amount carried forward		$557,481 15

Amount brought forward		$557,481 15
Raymond School:		
Shade Trees		20 00
Scammon School:		
New Furnaces	$3,199 00	
New Water Closets	337 76	
Improvements in Steam Circulation	135 00	
Architect's Fees	95 97	
New Seats and Desks	681 60	
Cinders on Lot	34 56	
		4,483 89
Sheldon School:		
New Furnaces	$2,999 00	
Architect's Fees	88 97	
		3,087 97
Skinner School:		
Putting in Additional Windows	$ 358 49	
New Seats and Desks	1,465 55	
		1,824 04
Thomas Hoyne School:		
Estimates on Contracts for Erection of new Building	$49,614 25	
Lumber for Fences and Sidewalks	343 35	
Painting Fence	34 97	
Sewerage	16 55	
Re-setting Broken Glass	10 20	
Plastering	450 00	
Principal's Desk	40 00	
Finishing Book Case	15 02	
Window Platform	10 00	
Plated Numbers, etc	6 68	
Services of Watchman	255 00	
Earth Filling	657 93	
Surveying	15 00	
		51,468 95
Von Humboldt School:		
Estimates on Contracts for Erection of Building	$46,516 20	
Lumber for Fences, Sidewalks, etc	483 08	
Painting Fence	48 00	
Sewerage to Connect with Main Sewer	355 95	
Whitewashing Basement Walls	56 83	
Services of Watchman	163 33	
Cleaning Building	32 00	
Amounts carried forward	$47,655 39	$618,366 00

Amounts brought forward	$47,655 39	$618,366 00
Blackboard Surface and Writing Lines	142 37	
Seats and Desks	3,373 30	
Teachers' Tables and Principal's Desk	141 25	
Chairs	35 25	
Clocks	61 10	
Plated Numbers for Doors, Letter Box, etc	12 88	
Finishing Book Case	18 00	
Maps	15 75	
Globe	3 50	
Shade Trees	65 00	
		51,523 79
Ward School:		
Painting Outside of Building	$ 340 00	
New Furnaces and Improving Ventilation	2,947 00	
Architect's Fees	88 41	
		3,375 41
Washington School:		
Painting Outside of Building	$ 420 00	
Trees	15 00	
		435 00
Webster School:		
Cinder and Earth Filling	$ 138 85	
Shade Trees	54 75	
		193 60
Wells School:		
Painting Outside of Old Building	$ 380 00	
Cinders	268 00	
		648 00
Wentworth Avenue School:		
New Furnaces and Improving Ventilation	$2,927 00	
Architect's Fees	87 81	
Cinders on Lot	128 70	
		3,143 51
Wicker Park School:		
Moving Holstein Building to lot cor. Leavitt and Coblentz Streets	$ 205 00	
Fitting up Holstein Building	491 29	
Earth Filling	282 50	
Shade Trees	100 00	
		1,028 79
Total		$678,714 10

BOARD OF EDUCATION.

FOR THE YEAR 1885-86.

ADOLF KRAUS, *President.*

FRANK WENTER, *Vice-President.*

GEORGE HOWLAND, *Secretary.*

NAME.	ADDRESS.	TERM EXPIRES.
J. M. CLARK,	*185 Dearborn Street.*	1886.
G. STEWART,	*1 Michigan Avenue.*	1886.
J. R. DOOLITTLE, JR.,	*Howland Block, Room 31.*	1886.
F. WENTER,	*W. 14th St., E. of Canal St.*	1886.
P. CONLAN,	*186 N. State Street.*	1886.
T. BRENAN,	*County Treasurer's Office.*	1887.
A. KRAUS,	*77 Clark Street, Room 12.*	1887.
R. BRAND,	*53 Cedar Street.*	1887.
F. H. COLLIER	*95 Dearborn Street, Room 26.*	1887.
*D. CORKERY,	*440 Twenty-Second Street.*	1887.
C. L. NIEHOFF,	*49 La Salle Street.*	1888.
P. O. STENSLAND,	*409 Milwaukee Avenue.*	1888.
A. C. STORY,	*Metropolitan Block, Room 23.*	1888.
J. W. GARVY,	*325 Loomis Street.*	1888.
L. NETTELHORST,	*285 E. Madison Street.*	1888.

GEORGE HOWLAND,	Superintendent of Schools.
EDWARD C. DELANO,	Assistant Sup't of Schools.
JOHN C. BURROUGHS,	Assistant Sup't of Schools.
SHEPHERD JOHNSTON,	Clerk.
MATTHEW B. HICKS,	Building and Supply Agent.
HARRY RUBENS,	Attorney.
CHARLES C. CHASE,	School Agent.
JOHN A. GUILFORD,	Book-Keeper.
THOMAS J. WATERS,	Chief Engineer.

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*Mr. Corkery resigned in December, 1885, and Mr. Wm. H. Joyce was appointed in February, 1886, to fill the vacancy.

Amounts brought forward	$47,655 39	$618,366 00
Blackboard Surface and Writing Lines	142 37	
Seats and Desks	3,373 30	
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FOR THE YEAR 1885-86.

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A. Kraus,	*77 Clark Street, Room 12.*	1887.
R. Brand,	*53 Cedar Street.*	1887.
F. H. Collier	*95 Dearborn Street, Room 26.*	1887.
*D. Corkery,	*440 Twenty-Second Street.*	1887.
C. L. Niehoff,	*49 La Salle Street.*	1888.
P. O. Stensland,	*409 Milwaukee Avenue.*	1888.
A. C. Story,	*Metropolitan Block, Room 23.*	1888.
J. W. Garvy,	*325 Loomis Street.*	1888.
L. Nettelhorst,	*285 E. Madison Street.*	1888.

George Howland,	Superintendent of Schools.
Edward C. Delano,	Assistant Sup't of Schools.
John C. Burroughs,	Assistant Sup't of Schools.
Shepherd Johnston,	Clerk.
Matthew B. Hicks,	Building and Supply Agent.
Harry Rubens,	Attorney.
Charles C. Chase,	School Agent.
John A. Guilford,	Book-Keeper.
Thomas J. Waters,	Chief Engineer.

*Mr. Corkery resigned in December, 1885, and Mr. Wm. H. Joyce was appointed in February, 1886, to fill the vacancy.

STANDING COMMITTEES.

School Sites and District Boundaries:
Story, Wenter, *Corkery, and the Superintendent.

Buildings and Grounds:
Brenan, Garvy, Stensland.

Apparatus and Furniture:
Stensland, *Corkery, Wenter.

Janitors and Supplies:
Garvy, Brand, Niehoff.

School Fund Property:
Collier, Story, Doolittle, Clark, Stewart.

Finance and Salaries:
Niehoff, Clark, Collier.

Special Funds and Prizes:
Wenter, Brenan, Niehoff.

Teachers:
The President, Stewart, Doolittle, Brand, Garvy, and the Superintendent.

Text Books and Course of Instruction:
Doolittle, Stewart, Collier.

High Schools:

COLLIER, CLARK, STORY.

Evening Schools:

*CORKERY, STENSLAND, NIEHOFF, CONLAN, NETTELHORST, AND ASSISTANT SUPERINTENDENT DELANO.

Music and Drawing:

STEWART, STORY, NETTELHORST.

German:

NETTELHORST, BRAND, NIEHOFF.

Deaf Mute Schools:

CONLAN, BRENAN, BRAND.

Judiciary:

STORY, DOOLITTLE, COLLIER.

Publication:

BRAND, CONLAN, STENSLAND.

Rules and Regulations:

CLARK, BRENAN, *CORKERY.

Sanitary Affairs:

DOOLITTLE, STEWART, CONLAN.

Libraries:

CLARK, STENSLAND, WENTER, AND ASSISTANT SUPERINTENDENT BURROUGHS.

Physical Culture:

WENTER, NETTELHORST, †CORKERY.

*Mr. Joyce was appointed to fill the vacancy caused by the resignation of Mr. Corkery.

† Mr. Doolittle was appointed to fill the vacancy caused by the resignation of Mr. Corkery.

COMMITTEES ON SCHOOLS.

SCHOOL.	PRINCIPAL.	COMMITTEE.
Andersen	Donald L. Morrill	STENSLAND.
Armour Street	Laura D. Ayres	STEWART.
Arnold	Braddie B. Bradford	STORY.
Brainard	Robert W. Conant	COLLIER
Brighton	Ida M. Cook	DOOLITTLE.
Brenan	Mary M. T. Walsh	BRENAN.
Brown	Andrew J. Wood	STEWART.
Burr	Ralph J. Haase	BRAND.
Calumet Avenue	Electa E. Dewey	DOOLITTLE.
Carpenter	Volney Underhill	WENTER.
Central Park	James C. Alling	COLLIER.
Clarke	Silas L. Wood	NIEHOFF.
Cooper	Ella Patterson	GARVY.
Cottage Grove	Louise S. Curtis	DOOLITTLE.
Division and Cleaver St.	Fannie E. Oliver	STENSLAND.
Dore	Albert R. Robinson	NIEHOFF.
Douglas	Orville T. Bright	DOOLITTLE.
Elizabeth Street	Harriet N. Winchell	BRENAN.
Emerson	Charles S. Bartholf	COLLIER.
Foster	Jennie E. Gillespie	NIEHOFF.
Fourteenth Street, W.	Tammie E Flowers	WENTER.
Franklin	Albert R. Sabin	STORY.
Froebel		GARVY.
Garfield	Luella V. Little	WENTER.
Grant	Mary H. Smyth	STEWART.
Haven	George C. Bannan	CLARK.
Hayes	Alden N. Merriman	COLLIER.
Headley	Helen A. Butler	BRAND.
Healy	Mary J. Dewey	*CORKERY.
Holden	Charles F. Babcock	*CORKERY.
Huron Street	Martha M. W. Ruggles	CONLAN.
Irving	A. Henry Vanzwoll	NIEHOFF.
Jackson Street, W.	Charles H. Ford	COLLIER.
Jefferson	Lucia Johnston	BRENAN.
Jones	Alice L. Barnard	NETTELHORST.
Keith	Erastus A. Barnes	CLARK.
King	Nellie Hardick	COLLIER.
Kinzie	Maggie E. Burns	CONLAN.
Langland	Effie A. M. Christensen	STENSLAND.

La Salle	Homer Bevans	STORY.
Lawndale	Elvira Pennell	GARVY.
Lincoln	Frank S. Heywood	STORY.
Lincoln Street	Harriet O. Peeke	STEWART.
Longfellow	Clara H. P. Mahony	GARVY.
Manierre	Mary E. Cannon	STORY.
Marquette	Frank B. Williams	STEWART.
Montefiore	Charlotte Lundh	CONLAN.
Moseley	Alfred Kirk	CLARK.
Motley	Maria H. Sayward	WENTER.
Newberry	Corydon G. Stowell	STORY.
Oak Street	Margaret Dougall	NETTELHORST.
Oakley	Chester C. Dodge	STEWART.
Ogden	George W. Heath	BRAND.
Pearson Street	Hattie M. Butterfield	NETTELHORST.
Pickard	Henry C. Cox	GARVY.
Polk Street	Carrie G. Adams	NIEHOFF.
Raymond	Victorine Havenhill	DOOLITTLE
Scammon	Emily M. C. Stevens	NETTELHORST.
Sheldon	Edith A. Martin	BRAND.
Sheridan	Lewis J. Block	*CORKERY.
Skinner	Ella F. Young	BRENAN.
Thirteenth St., W.	Maggie A. Curran	BRENAN.
Thomas Hoyne	William C. Shuman	CONLAN.
Throop	Lillie N. E. S. Hawley	GARVY.
Vedder Street	Elsie H. Gould	NETTELHORST.
Von Humboldt	Eliza Lundergreen	STENSLAND.
Wallace Street	Alfonso E. MacDonald	*CORKERY.
Walsh	Mary E. S. B. Rice	WENTER.
Ward	Emily L. French	*CORKERY.
Washington	Francis M. McKay	CONLAN.
Webster	James H. Brayton	CLARK.
Wells	John H. Loomis	STENSLAND.
Wentworth Avenue	Ella L. Evarts	CLARK.
Wicker Park	William C. Dodge	STENSLAND.

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* Mr. Wm. H. Joyce was appointed Committee on this School after the resignation of Mr. Corkery.

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